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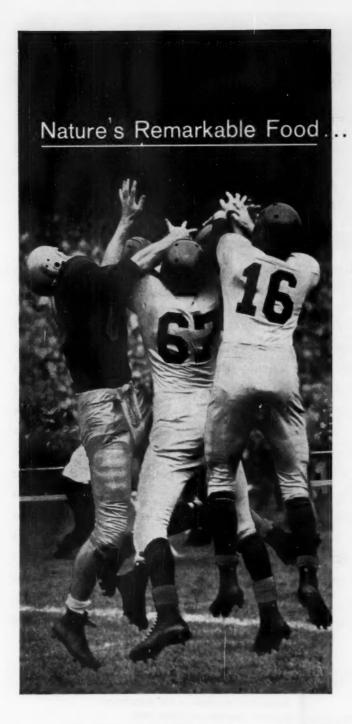
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Vitamin C	4.8%	3.6%	4.8%	4.8%
Vitamin B <sub>6</sub>	16.0%	16.0%	16.0%	18.0%
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# SCHOLASTIC

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VOLUME 31 . NUMBER 3 . NOVEMBER 1961

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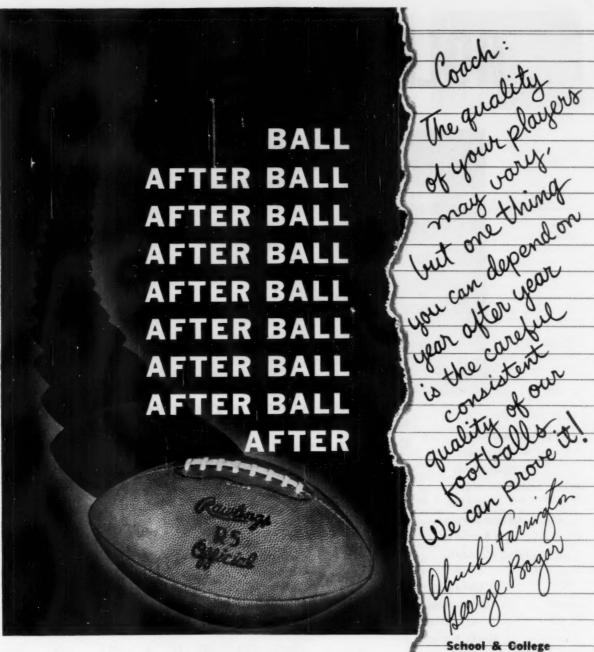
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# The fitful fitness program

EVER since the Kraus-Prudden report scared the physical fitness daylights out of Washington, D. C., we've been waiting for our captains and kings to flex their muscles. Alas, instead of coming in hard with their right, they've been hop, step, and pussy-footing.

Nothing substantial has been accomplished since our commander-in-chief launched the President's Council on Youth Fitness five years ago. It was a rich, impressive-sounding patronymic. But it really wasn't a council. It was a one-man cartel by the name of Shane MacCarthy.

Leaping aboard his snow white Piper Cub, Mr. MacCarthy rocketed thither and yon, preaching the gospel of fitness. He had no budget, no program, no actual power. What he did have was a silver tongue, fantastic endurance, the good wishes of his leader, and Sports Illustrated in his hip pocket.

For four years he tirelessly soared around the country, preaching "the word" (fitness) and inundating the press with tons of innocuous literature. Every once in a while his platoon of "citizen advisors"—fitness experts like Rocky Marciano, Mickey Mantle, Bing Crosby, and Arthur Godfrey—would troop to Washington to get their pictures taken; while Bonnie Prudden (in a nifty leotard) would demonstrate a daily dozen every week in Sports Illustrated. That about summed up the Council's program.

To give Mr. MacCarthy his due, however, he did succeed in dramatizing the physical fitness problem, in making the country fitness-conscious. But, with the limitations imposed on him, he couldn't produce anything substantial—like a national program.

By the time our new commanderin-chief was installing his touch football equipment in the White House, the fitness problem had resolved into one of those chronic minor complaints, the kind you're always grumbling about but not really doing anything for because all the medications you've tried so far have failed to work.

Our new commander-on-chief stepped into the breach. In one of his earliest news conferences, he stressed the importance of physical fitness and urged schools to give "the utmost priority" to fitness programs. Shortly afterward he appointed a new chief, Bud Wilkinson, to the President's Council on Youth Fitness

He couldn't have made a wiser choice. Bud cut a fine figure of a man. He was intelligent, personable, immensely respected. Though he had no physical education background, he had a capacity to learn and was an excellent administrator. With all these qualities, he could ably front a council made up of good, solid professional physical educators.

We had just one reservation: How could a big-time football coach with all the enormous demands on his time—recruiting, coaching, organizing, athletic directing, speech-making, etc.—dedicate himself to an outside activity? Quite obviously he couldn't. But we were willing to wait and see.

We're still waiting. So far the

only "plan of action" presented by the new President's Council consists of the following recommendations:

1. School officials should be responsible for an adequate health appraisal of every child. They should identify the physically inadequate and offer a program to bring them up to par.

2. Every child should have at least 15 minutes of vigorous activity in the daily physical education period. (What daily period?)

3. A sound testing program to determine physical status, measure progress, and motivate pupils should be introduced.

4. While giving priority to these three basic recommendations, the school should strive to provide a comprehensive health and physical education program for all pupils.

This is ACTION? Certainly all the recommendations are praiseworthy. But they've been the unrealized goals of our schools for more than 35 years.

The rub is implementing them. Thousands of schools would love to install such a program, but simply haven't the funds, the facilities, and the personnel to do it. There's where the Fitness Council should bend their efforts. There's where we need action.

(Concluded on page 59)

### ... AS WE WERE SAYING IN NOVEMBER 1957

THE physical fitness problem cannot be solved with patriotic slogans, inspirational importunity, advisory committees, or cut-rate measures. If the problem is as serious as Washington believes, there's only one way to attack it—with money and with experts.

If Washington wants a functional program, it must treat fitness as an essential national concern. It must put the job into the hands of a regular agency, composed of the finest physical fitness minds in the land, working full-time on the job of planning and supervising a national program.

It will take millions of dollars. But that's the only way to wind up with a functional program. You cannot achieve the desideratum of a physical education period a day for everyone without investing millions for more facilities, more equipment, and more teaching personnel.

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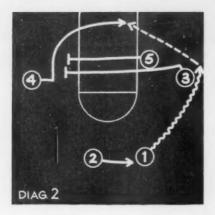
Your present reconditioner may come to this process in time. For now—why not have him send your pads to us—or send them yourself if you prefer. Why not protect your investment and players with our equipment and experience?



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RENEWERS OF ATHLETIC EQUIPMENT





# Integrating the Clear-Out with a Sideline Series

Clearout series has been an integral part of Fordham's multiple pivot offense. As explained and illustrated in the December 1954 Scholastic Coach, it offers a great counter against defenses that choke our strong forwards and centers.

Like every good attack, it possesses flexibility. Though basically a pattern offense, it affords many opportunities for free lancing whenever the defense attempts to close the driving lanes or anticipate a steal in the passing lanes.

To give this attack even more punch, we've incorporated a triple split on the strong side and, in case this fails, an automatic reverse to the weak side. Before delving into these embellishments, however, let's briefly review the corner clearouts.

We were forced into this series because of the extreme defensive pressure on our great scorer, Ed Conlin. With Ed on the pivot, the corner defensive man sloughed so strongly that we had to clear out

By JOHN W. BACH
Head Coach, Fordham University (N. Y.)

that corner in order to feed the ball to Ed.

We did this with a deceptive roll-back. The corner man and the pivot would cross the lane together, with the pivot rolling back for a pass and point-blank shot. When Ed played the corner, we could have him (rather than the corner man) roll back for the pass and shot (Diag. 1).

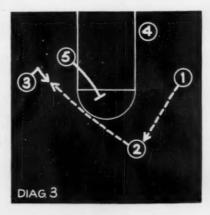
The corner man's roll-back proved quite successful in giving him position in the lane. But we often found him being forced up rather high when rolling back across the lane. When this happened, we lost punch on the strong side.

To secure this extra strength, we added a double screen away from the ball (Diag. 2), which worked very well on the sagging defenses—occasionally permitting the weak-side forward (F-4) to slip underneath for that easy lay-up. Ironically, Jim Cunningham, who was to succeed Conlin as Fordham's all-time scorer, scored more on this back-door move than the man for whom it was designed!

The forward's movement keyed the play. If he went behind the center, the play was to be a rollback. If he went in front of the center, the play was to be a double screen on the weak side.

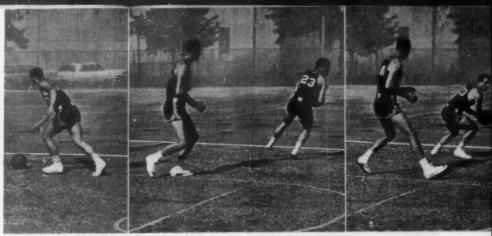
Now, if neither move (roll-back or double screen) worked, we began reversing the ball to the clearer, F-3. We hoped he'd receive the ball in a close driving position or a short post on the side, or maneuver into position for a close-range jump shot (Diag. 3). If this didn't work, we resumed our single pivot attack, since we were balanced once

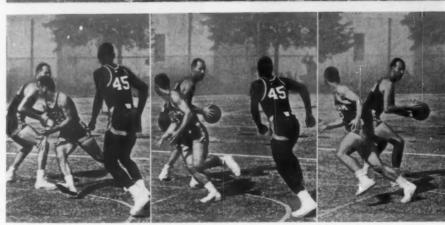
Satisfied as we were, we still felt that we were quitting the strong (Continued on page 64)



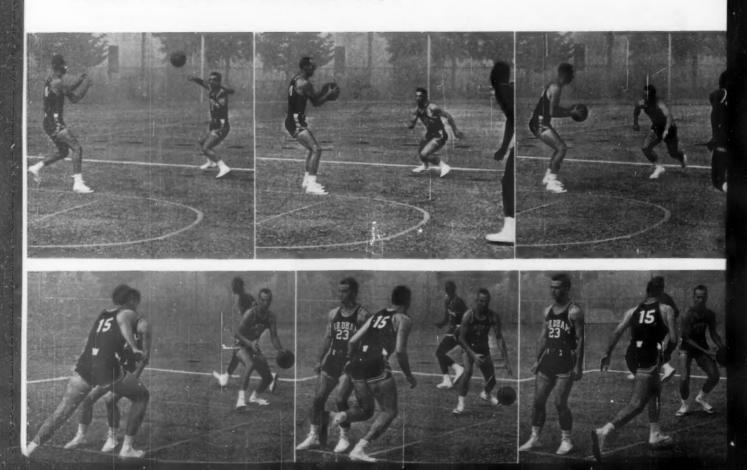
SPLIT THE POST

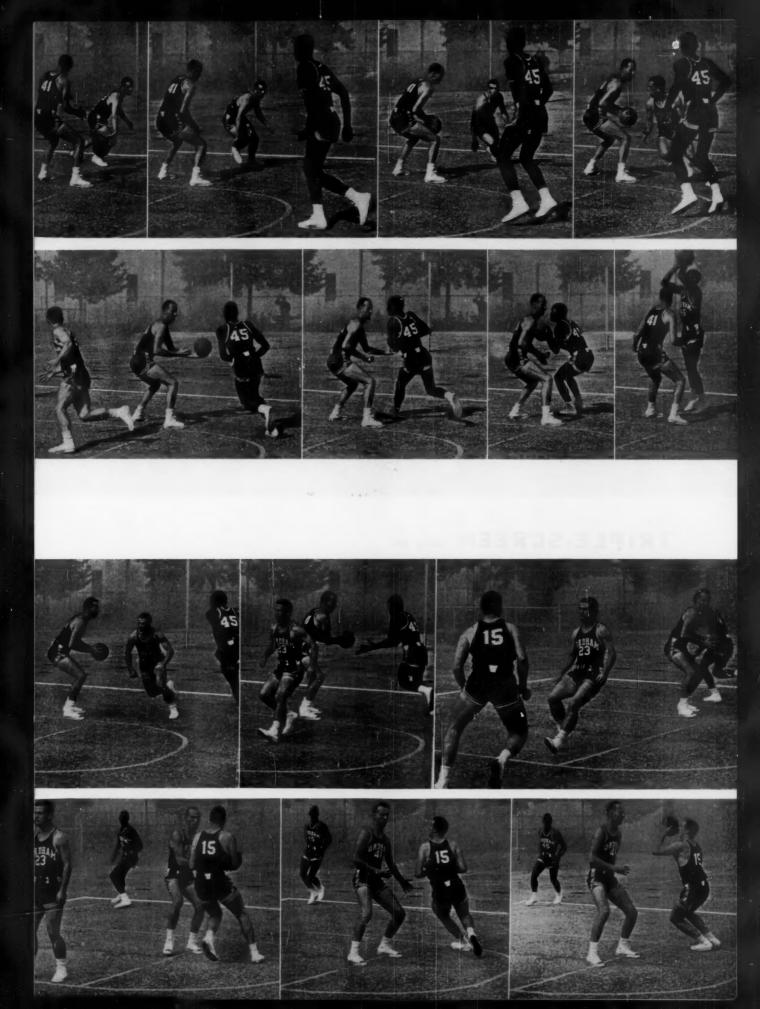
(Diag. 4)



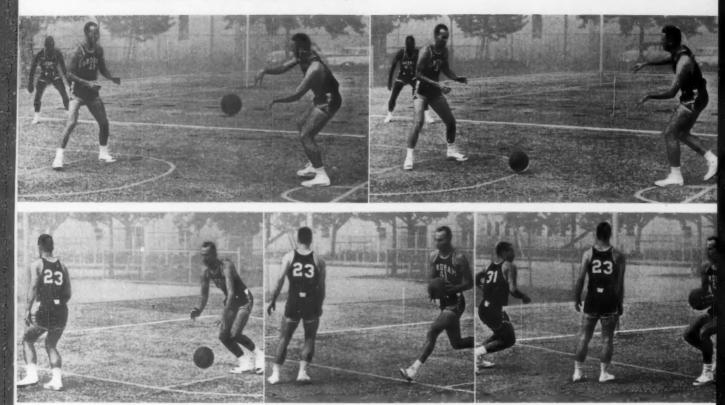


### WEAK-SIDE SCREEN (Diag. 5)

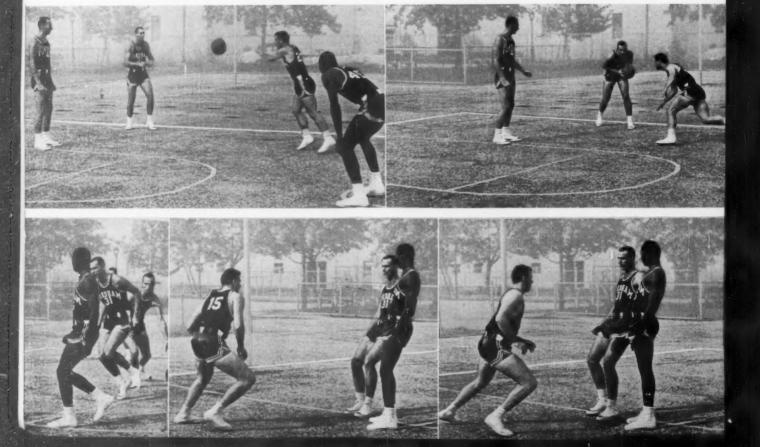


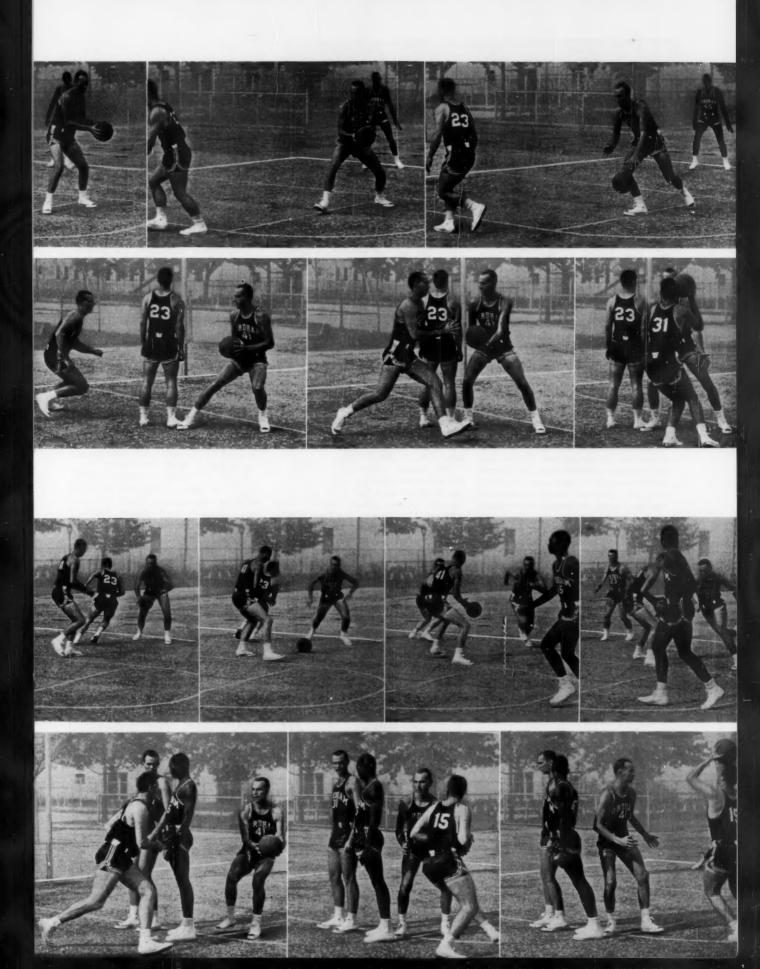


### DOUBLE-SCREEN (Diag. 6)



TRIPLE-SCREEN (Diag. 10)





## Organizing the Fast

THE tempo of modern-day basketball is go-go-go. Most teams use the fast break as their primary attacking weapon. Others use it as an offense per se. Even the so-called ball-control clubs are geared to strike swiftly if the opportunity presents itself.

Regardless of the type of fast break employed, it demands considerable organization and development. Like any product, it must first be sold to the players. Since they crave action and lots of it, give them the right stimulus and the response will be there.

First, however, make sure you have the prerequisite agility, ball-handling ability, and speed for this explosive type of offense. If the boys lack these essentials, the break won't amount to much and you may find the players rebelling against the emphasis on speed. Remember, mules don't run in the Kentucky Derby. The fast-break game is much easier to sell when the right personnel is available.

When designing and organizing the fast break, make certain that the "seeds"—the hard core of the basic drills and details—are properly implanted. It takes time, patience, and wisdom, plus constant repetition, to drive the fast-break philosophy across to the players.

Agreed that many players can run down the floor in straight lines and, perhaps, even pass off the ball, accurately while practicing at full speed. But it's a vastly different story when they're called upon to execute intricate patterns at full speed against a smart, strong defense.

This may entail offensive crisscrossing, straight line and angle cutting, knowing when and in what direction to turn for the basket, when to make the break, when to widen, and a myriad of other small details. All these are essential in organizing and executing the fastbreak pattern.

In essence, we believe there's a vital need for strong basic drills leading up to a fast break. These drills should be practical, interesting, exciting, and fun.

When we ask a team to run and catch the ball at breakneck speed, we know it isn't an easy task. Players must know how to control their bodies and catch and flick off the ball swiftly without even a split-second loss. An extra bounce, a delayed pass, a foolish violation, a slow pitch-out after a rebound, and other such carelessly committed errors can stop the fast break dead in its tracks.

Every fast-break club also needs an excellent middle-man. Since he'll handle the ball at least 80% of the time, he should be agile, alert, aggressive, smart, a clever ballhandler, and able and willing to bear the responsibility.

He should (ideally) possess a magnetic personality that will draw his teammates to him and win their respect. They must realize that without him there's no fast break. In addition he must be a better-than-average shooter.

The requirements for an intelligent, speedy, and talented leader are difficult to find just anywhere. They must, therefore, be developed through the grades. The coach must start his search in the 6th, 7th, and

8th grades, if he expects tangible results in the future.

Youngsters who have the potential should be given many different kinds of skipping drills, plenty of rope jumping, ball-handling and shooting drills, and short, quick dashes to build the stamina and endurance so essential for middleman duty.

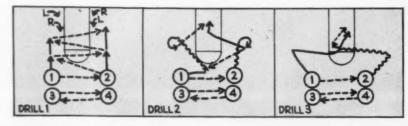
Here are some basic drills for the middle-man:

Speed: Check speed for short bursts of 30-40-50-ft; exercises for developing leg strength and agility.

Dribbling Intelligence: Check dribbling ability for speed and maneuverability; the chair drill (space 8 chairs every 4 feet) is excellent for skillful maneuvering and changing of hands while dribbling.

Speed Dribbling: Dribbling waist high for speed; stop-and-go type dribble; stop-go and feed the cutters; stop-go and shoot; faking, feinting and fading with dribble.

Special Drills: the "get-away-quick" drill—place middleman at top of foul circle and teach him to catch the first pass-out while in stride; keep body and ball low for quick getaway and use cross-over step for the first bounce.



DRILL 1: On signal "go", 1 and 2 pass to each other moving toward basket, while 3 and 4 make different kinds of passes to one another from stationary positions. When 1 and 2 approach basket, coach yells "stop". Players halt temporarily but keep on passing quickly to one another. Coach then yells "spin". If 1 has left foot advanced, he spins clockwise on balls of both feet. If 2 has right foot advanced, he spins counter-clockwise. Coach now calls "change", and players run-pass back to original spots. 3 and 4 then go. DRILL 2: 1 and 2 line up wide, as though middleman were taken out. 1 passes to 2, starts following his pass, then suddenly changes direction. Meanwhile 2 has faked and taken a couple of dribbles. He then reverse-pivots and fires to 1. Latter now dribbles at 45° angle, with 2 paralleling course. 2 then changes direction for pass from 1 and lay-up. 3 and 4 keep passing until 1 and 2 complete drill. DRILL 3: 1 passes to 2 who widens to his right, then changes direction of dribble to his left. 1 does opposite without ball. 3 and 4 then go. Drill can be worked right and left.

### **Break**

Pivoting Drills: Teach reverse, back pivot, front pivot, spin and hook right and left for good body movement and as an escape from defense squeeze.

Passing Drills: Use ball-handling drills that require the middleman to be on the go; passing drills that require movement are essential.

Split-Vision Drills: The more these drills are varied, the better. Don't let him become so much of a magician that he fools his own teammates. This can be a hindrance in developing the fast break.

Shooting: Teach all types of shots, but particularly a good jumper from 15' and out, plus the layup shot.

Questions arise from time to time as to how the wing man should be permitted to break and run in the lanes. Should he run direct, in a slight curve, angle, circle type, or what?

Most coaches will agree that the fastest way to the basket is via the straight-line break, but the defense normally has something to say about that. We teach our players to go full speed, regardless of the lanes, but to be always aware that one or two defensive players can stop us dead if we bunch together.

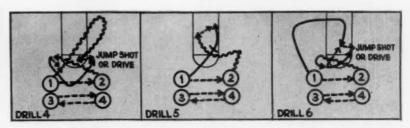
We try to ingrain good habits, since a player can't stop to think when he's breaking at various angles or sweeping and fading. When he's required to think while performing fast action, he'll naturally slow down a bit, cutting down the efficiency of the break. Normally, players with good body balance and fair speed will instinctively apply themselves at the right moment to make it effective.

Here are some basic essentials for wingman training:

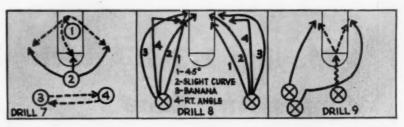
Shooting: He should be a deadly "lay-up" marksman with a good jump shot 15 feet and closer. Teach plenty of shooting.

Strength, stamina, good weight (commensurate with height), and ability to take a pounding under the boards are essential.

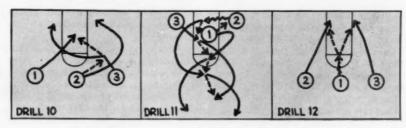
Rebounding: Must be tough, (Concluded on page 53)



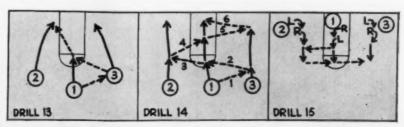
DRILL 4: 1 passes to 2 who dribbles at 45° angle toward 1. Latter cuts closely off 2, takes hand-off, dribbles toward basket at 45° angle, reverses, and comes back to foul line. Meanwhile 2 fades and cuts back off 1 for jumper or drive. 3 and 4 keep passing until turn comes. DRILL 5: 1 passes to 2 who widens to right, then changes direction and drives off screen set by 1. He goes all way in or passes to 1 following up on other side. 3 and 4 then go. DRILL 6: 1 passes to 2 and breaks in huge circle. 2 dribbles to left at 45° angle, reverse-pivots, and feeds 1 near foul line. He (2) then cuts for short return pass, taking jumper or driving in. 3 and 4 keep passing until their turn comes.



DRILL 7: Used for timing rebound and pitching to 2, who may go in any direction. 1 must instinctively locate him and fire out quickly. Everytime 2 shoots he changes direction. Each player gets three shots. 3 and 4 keep passing until turn comes. DRILL 8: Routes for wingmen on fast break, starting from about 3-4 feet in from side and center lines: 1–45° angle cut, 2–slightly curved path, 3–banana route, 4–right-angle cut. DRILL 9: Cut with two wingman on same side. As middleman dribbles, rear man cuts off his back to fill other lane.

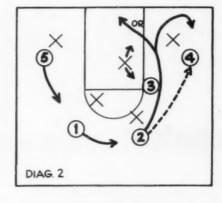


DRILL 10: Emphasizes 45° cuts for passes. When players reach basket, they turn and go back to original spots, as shown in DRILL 11: 2 passes to 3, who hits 1 on foul line. Latter takes one or two dribbles and passes to 2, and drill continues in this weave. Players run back and forth five times before taking a shot. DRILL 12: Middleman practices dribbling, stopping, feeding cutters, shooting.



DRILL 13: 1 passes to 3, moves to foul line for return pass, then quickly feeds 2 for lay-up. Every third time, 1 shoots. DRILL 14: Same as Drill 1, with addition of third player. At end of drill (DRILL 15), players keep heels off floor and spin clockwise or counter-clockwise, and return up floor.







# A Moving 1-3-1 Attack Versus Any Zone

By CHESTER J. EICHER, Coach, Jackson (Mich.) Jr. College

Lord help him if he doesn't! Nobody else can. You need a planned, thoroughly organized attack against the zone. It can't be licked by free-lancing or spur-of-the-moment improvisations.

Jackson Jr. College comes prepared with a mobile 1-3-1 attack that can work against any zone (2-3, 2-1-2, or 1-2-2). We've found it to be very effective and, just as important, easy to teach.

While this offense possesses many of the features of the popular 1-3-1 zone attack, we've added one vital ingredient — movement. We made

this addition when we discovered our boys developing a bad habit—remaining frozen in their spots while operating the offense. Although we could move the ball well, the static nature of the attack made it easy to defense.

Another basic element that distinguishes our offense from other zone attacks lies in the nature of our passing. Instead of emphasizing bounce or chest passes, we insist that most passes be of the two-hand-overthe head type. We have firm convictions about this. We believe it gives us the following advantages:

1. It's faster than the bounce pass.
2. We're passing the ball *over* the defense where there's less congestion.

3. The receiver is in a position to shoot as soon as he receives the ball. Whenever a player catches a low pass, he must adjust the ball upward before he can shoot. We hence believe the high pass gives us a split-second advantage against defensive players who've been trained to shift with or to the ball.

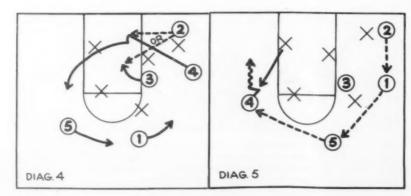
One further point should be established before we discuss the operation of our attack. Whenever our men come within shooting range, we want them to receive the ball while facing the basket. We believe this gives us quicker shot opportunities. If a player has to shift his feet after receiving the ball, it will take him longer to get a shot off.

Note that we're not asking our receiver to step and meet the ball. This of course throws a great deal of responsibility on to the passer. He must always know the position and the movement of the defender.

Some of you may fear that this will lead to interceptions, but, we believe that with the proper schooling our men will be able to obtain an easy shot whenever the opponent tries to make an interception.

For example, if the corner defender Diag. 1 attempts to step between 2 and 4 for an interception, we want 4 to cut behind him for a pass and close shot at the basket.

Our zone attack has three phases: Phase 1 is called "Guard Baseline;" Phase 2, "Forward Baseline;" and, Phase 3, "Center Baseline." The





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reader will note that the only difference in any of the three phases is determined by who makes the first cut. We always start from the same position on the floor. After the first cut, everything we do in each phase is essentially the same.

We'll discuss the attack from only the right side of the court, since the same methods are used on the left side of the court.

Phase 1, Guard Baseline (Diags. 1-5):

We always start with our men in the positions shown in Diag. 1. Guard 2 is instructed to dribble until he's challenged and stopped by the defender. At the same time, 4 must take a position as near the basket as possible, keeping the corner defender between himself and the basket. We believe that this action forces the defenders to cover 2, 3, and 4 in much the same manner as in a man-to-man defense.

2 starts the action in **Diag.** 2 by passing to 4. He then cuts directly to the baseline—executing a forward pivot on his outside foot when reaching the baseline.

Upon receiving the ball, 4 feints to the basket and shoots if not closely guarded. Since 4 won't often get this shot, he'll usually pass to 2, as in Diag. 3; or, if the defensive center covers 2, we want 3 to step straight down to the basket for a shot.

In Diag. 4, 2 has received the ball from 4. As soon as 4 makes his pass, he cuts directly to the basket for a return pass. If 4 doesn't receive the ball, he must execute a reverse pivot on his inside foot and run backward through the lane. This will enable him to keep the ball in view at all times.

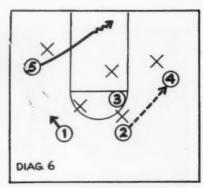
If 2 cannot hit 4, he has two other options. He may shoot if not closely guarded, or pass to 3 if the latter is open for a shot.

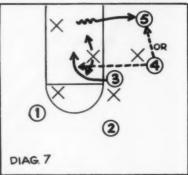
Diag. 5 illustrates the quick reverse which we believe is the most potent part of our attack. If we've been unable to penetrate the defense in Diag. 4, we reverse the ball to 4 by a series of three quick passes.

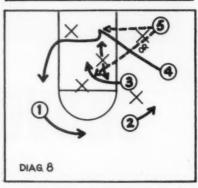
Note that 4 and his defender have been isolated on the weak side of the court. We expect 4 to shoot the ball immediately or, if the defender rushes to him, he should be able to drive to the basket for an easy shot.

Note also that when 1 receives the ball, he could return it to 2 and repeat the action of Diag. 4. Also, both 1 and 5 have the option of shooting, if open for a good shot, or passing to 3.

An excellent opportunity occasionally occurs in the action depicted in **Diag. 2.** If 2 doesn't feel he's covered when he passes the foul line,







he may cut directly to the basket for a return pass from 4. This is simply the give-and-go play which is utilized as part of our man-toman attack. We find that the defenders become so accustomed to seeing 2 cut to the baseline that they fail to guard against this opportunity.

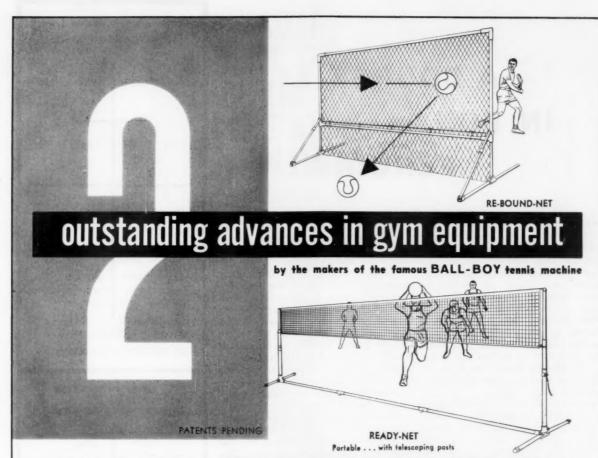
Phase 2, Forward Baseline (Diags. 6-9):

In Diag. 6 the action is again started with a pass to 4. As the pass is made, 5 cuts directly to the basket—timing his cut so that he reaches the basket just as 4 catches the ball.

Upon reaching the basket, 5 must hesitate for a moment. Most boys worry so much about the three-second rule that they'll run by an easy shot. That's why this point is heavily emphasized!

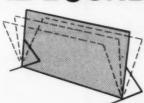
If 5 doesn't receive a pass at this position, he continues to the baseline position illustrated in **Diag. 7. 4** has the option of passing to 5 under the

(Continued on page 43)



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# A COURSE IN FOIL FENCING

THE antiquity of definite "systems" of swordsmanship is evidenced not only by books dating from the 16th century, but by antique paintings, statuary, songs, stories, and sagas of practically every culture from the earliest days.

The Romans employed fencing masters in the gladitorial schools, and the tradition of fencing academies is carried on to this day. During the Middle Ages, two types of fencing existed simultaneously. The knight in armor needed no skill to protect his person, so he developed his swordplay in an effort to break or penetrate armor. His faith was in a large and heavy weapon, and his purpose was to develop a powerful blow.

The yeoman or middle-class fighter, on the other hand, carried only a small shield or buckler for defense; and he was forced to develop a skillful method of fighting wherein the buckler and the sword were used for defense as well as offense. (Sometimes the buckler had a spike protruding from its center.)

The Rennaissance quickly gave birth to an extraordinary development in fencing, with the more scientific rapier and dagger replacing broadsword and buckler. The use of the cutting edges was gradually eliminated, the cut being relegated to the military sabre.

By the 18th century, the masters were teaching the use of the light, elegant, and deadly small sword employing only the point. Fencing had become a science as well as an art, based on mathematics and principles of kinesiology. The duel was the rage, and swords were drawn over the slightest quarrel.

The French Revolution and a general period of enlightenment was instrumental in causing the citizenry to abandon the wearing of the sword, and duels gradually dis-

appeared. The sport of fencing had arrived with the development of the mask, as a splendid discipline for the mind and body.

Today, fencing is a fascinating game in which mere physical superiority must be subordinated to the qualities of the mind. Though the fencer gradually acquires a physique very much like his tough, pliant blade, it's his tough, pliant mind that decides the outcome of the bout. Thus we see that fencing is an ideal carry-over sport.

Since our fencing academies and international teams are generally staffed by former college fencers, the writer has designed a complete student-orientation course on the fundamentals of foil fencing. The equipment needed to teach this course includes:

1. French foils with large rubber tips—with the tips taped to the foil to insure against loss, and the blades taped spirally halfway down from the tips for added safety.

2. Foil fencing masks with tempered steel wire mesh.

3. Sweat suits and plastrons.

To assure safety:

 Weapons should be taken out of the racks only under the supervision of the director.

2. Masks must be worn for all exercises and drills, regardless of whether the opponent is touched.

3. Weapons should be replaced under supervision.

4. Weapons should be placed on the floor while the mask is being adjusted.

5. Plastrons must be worn at all times.

Punctuality and good attendance must be stressed or the student will be left hopelessly behind and unable to participate in the exercises and drills, since every lesson is built upon the preceding one.

A practical test can be given by observing the students in class or by

TARGET WITH QUADRANTS SUB-DIVIDED INTO PARRIES (P) THIRD FIRST SIXTH FOURTH (S) FIFTH (P) SECOND (P) SEVENTH EIGHTH (S) LEGEND (P) PRONATION (S) SUPINATION TARGET IN QUADRANTS REPRESENTING THE LINES LINE HIGH 0 U N S I D I N LOW LINE TARGET DIVIDED IN HALF F U R

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# A COURSE IN FOIL FENCING

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#### NATURE OF THE THREE WEAPONS

The sport of fencing employs three weapons:

1. The Epee is a comparatively heavy thrusting weapon in which the entire body is a valid target. It's a weapon of no "convention." That is, in the event of a double hit, both fencers are penalized with a touch against.

2. The Sabre is a very light facsimile of the cavalry weapon used for both cut and thrust. It's a "conventional" weapon in that the target is restricted (the legs are invalid), and in the event of a double hit, the touch is awarded against the fencer who cuts or thrusts into the attack.

3. The Foil is a basic thrusting weapon of light weight in which the target is restricted to the torso, exclusive of the head, arms, and legs. It's a "conventional" weapon. The fencer thrusting into a properly executed attack is deemed touched.

In official contests, the epee and foil are electrified. In epee, a touch that occurs a fraction of a second late (in the event of an apparent double hit) doesn't register on the recording apparatus. The foil apparatus registers valid and invalid hits and indicates which hit arrived first in the event of an apparently double hit.

The foil to be used in this course is the simplest type—the French foil with a straight handle. The Italian foil, with a short handle and crossbar permitting a more effective grip, and the "pistol grip" foil have their proper places in the hands of competitors.

An examination of the French foil shows that the handle is slightly curved to fit the palm. The weapon breaks down into the following parts:

1. Blade—quadrilateral in section, tapering to a flattened point. It's divided into three parts—strong (nearest the guard), middle, and weak.

2. The Guard—cup-shaped of steel or aluminum, fitted with a cushion to protect the fingers.

The Handle—hollow wood wrapped with cord to prevent slipping.

 Pommel—a threaded counterweight which screws on to the shank of the blade when all the parts are assembled.

Grip: To grasp the French foil properly, place the wide flat side of the handle between the first and second joint of the forefinger about a half inch from the guard. The thumb is placed flat on the opposite side so that forefinger and thumb are sufficient to hold and manipulate the weapon. The tips of the remaining fingers are placed next to each other on the side at right angles to thumb and forefinger.

It's very important not to clutch the weapon with a tense hand; otherwise the fingers won't be able to manipulate the weapon. The handle lies in the center of the hand between the two fleshy protuberences so that

THIS is the first of a series of articles delineating a complete course on the fundamentals of foil fencing. The clarity, the comprehensiveness, and the organization of the subject matter suggest a superlative fencing mind-and the suggestion is absolutely right. Edward F. Lucia is one of the country's greatest fencing teachers. Head Coach of the fine City College of New York teams since 1953, he was alternate Olympic Coach in 1956, U.S. Coach at the XI World Championships (1958), Coach of the 1959 Pan American Squad and Coach of the 1960 Olympic Squad. He has produced many great fencers and fencing teams, and has a rare ability to express his great analytical talent both orally and in writing.

it becomes a prolongation of the forearm.

First Position (all directions are to be reversed by left-handers): This is a position employed by fencers before going to the on-guard position.

Stand with the right side of the body profiled toward the opponent feet at right angles, heel to heel. The foil is held in a position of supination (palm up) slightly to the right side, with the tip off the floor. The left arm hangs naturally, and the body is erect but not stiff.

#### LESSON II

On Guard: To achieve a correct onguard position from the first position:

On the count of one, step forward with the right foot, heels in line, one and a half times the length of the right foot. The legs are still straight and the weight is equally distributed.

and the weight is equally distributed.

On the count of two, bring the right arm up, with the hand in semi-supination, elbow six inches from the body, with the tip of the foil pointing at the opponent's eyes. The pommel lies on the wrist.

On the count of three, have the left arm balance the body by bringing it up to an angle of 90°. The wrist is flexed.

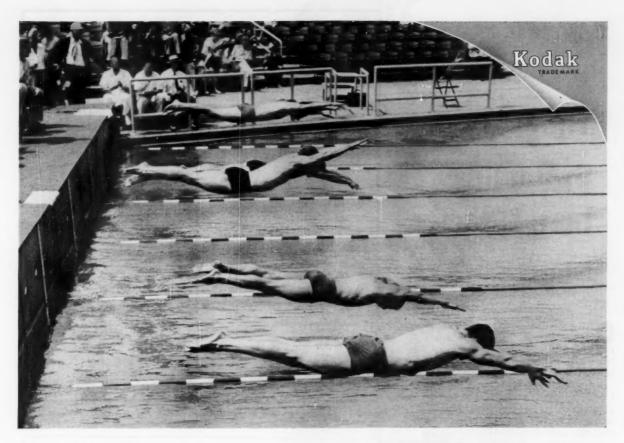
On the count of four, bend the legs so that a perpendicular can be erected from the instep to the knee. The weight must be equally distributed.

The Advance and Retreat: To advance, step about six inches in the direction of the adversary, landing on the heel of the right foot first, then closing in six inches with the left foot, landing on the ball of the foot and then lowering the heel.

The retreat is performed by reversing the above steps.

The Salute is a mark of respect accorded to your opponent and is executed from first position.

(Continued on page 54)



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# The Swimming Instructor's Shorthand

OUR crowded classes pose a challenge to the instructor's ingenuity to develop teaching devices that will facilitate instruction and learning

In swimming classes, for example, I've developed a unique set of hieroglyphics that has produced excellent results. It has provided my students and myself with an accurate description of faults as well as an excellent record of the points desired for correction and improvement.

For reasons of simplicity and space, I'll confine the discussion of these hieroglyphics to the American Crawl style of swimming. (See Diag. 1.)

Specifically, hieroglyphics leave the instructor and student with a meaningful, permanent analysis of the student's ability, classification, and improvement through records of the pre-test, group work, midterm, final examination, and follow-

At the outset of the term, the instructor pre-tests his swimmers, while making hieroglyphical notes of their faults in various styles of swimming. These faults are checked again mid-term and during the final exam. Ability classification and homogeneous faults can be grouped so that students can work together in units with common problems. Thus, when one in a given group is singled out for special exercise or given a verbal cue, his group as a whole benefits. (Note Diag. 2.)

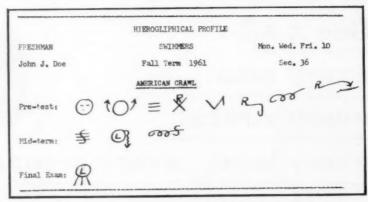
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By RALPH DAVIS

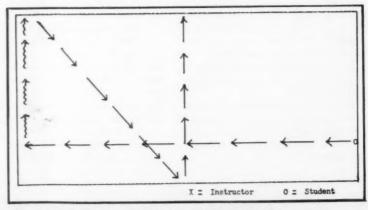
Instructor, Portland (Ore.) State College



Diag. 1, code of hieroglyphics for the crawl stroke.



Diag. 2, hieroglyphical notes on the swimmer's faults.



Diag. 3, testee swims about 40 yards in this manner.



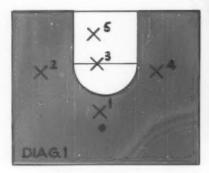
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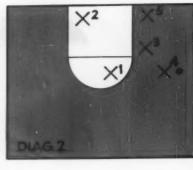
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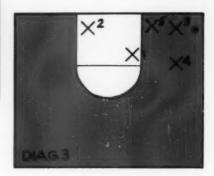
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By WAYNE DOBBS Southwest DeKalb H. S., Decatur, Ga.

### Flexing Zone Defense

ITH basketball becoming so complex, many coaches are finding it impossible to cover everything as thoroughly as they'd like. At one time, for example, a coach who believed in zone defense would usually develop at least two such defenses, probably the 2-1-2 and the 1-3-1, and often a third, notably a 1-2-2, just to be prepared for any eventuality.

The present-day coach simply hasn't the practice time to develop adequate zone defenses. With all the other aspects of the game requiring so much time and emphasis, many coaches take the easy way out on defense. They depend entirely on the man-to-man defense to carry them through the season.

Now, the man-to-man may be the soundest defense in the game, but the coach who puts all his defense eggs in one basket is handicapping himself. He loses the advantages of versatility, mobility, and surprise. He permits the opponents to concentrate on their screening offense; and any screening team can operate more effectively against a strict man-to-man.

Its effectiveness, however, is sharply reduced when called upon to cope with more than one defense, particularly the zone. The zone usually forces the offense out of its screening attack.

The question then is: How can you incorporate a versatile zone without adding drastically to your practice time? The answer lies in the flexing zone defense-which really is three or four zone defenses in one. Not only does it cripple a screening game, but it can thwart any switch to an overload. The beauty of it is

enhanced by the fact that it offers the advantages of several kinds of zones without requiring the time needed to teach separate defenses.

When developing such a defense, either the 2-1-2, the 1-3-1, or the 1-2-2 may serve as the basic defense. We've found the 1-3-1 most effective because of the simplicity of its slides. The 1-3-1 zone and its basic slides are shown in Diags. 1-5.

The slides are the same to both sides of the floor, with the exception of the corner positions. When the ball goes to the left corner, X-5 plays the ball (Diag. 5) and X-3 assumes the second position in the line of three men between the ball and the goal.

Because of the difficulty which ensues when one man is assigned both corners to cover, X-3 is assigned the right corner (Diag. 3) and X-5 takes the middle position. This allows either man to cheat slightly toward the side which the offense chooses to overload.

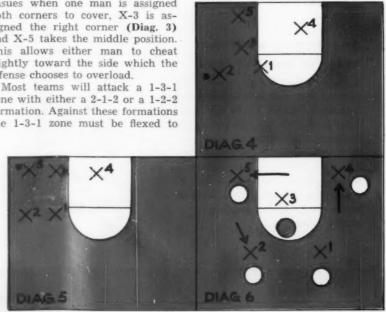
zone with either a 2-1-2 or a 1-2-2 formation. Against these formations the 1-3-1 zone must be flexed to

plug its weaknesses against these attacks. The flex can be automatic when a two-man offensive front shows itself, or it can be made on an oral signal from a defensive quarterback.

The defense should also be aware of any change in offensive positioning on the baseline. This is the point at which a 1-2-2 offense will differ from a 1-3-1 offense.

If the offense switches from its original 1-3-1 formation to a 2-1-2 formation, the defense should flex in the manner shown in Diag. 6. With each man flexing to cover the threats in different areas, the defense now resembles a 2-1-2 zone.

When the ball enters the corner (Diag. 7), X-3 assumes the second position on both sides of the floor, while X-4 and X-5 play the corners on their respective sides. Here again you have three men in line between the ball and the goal.





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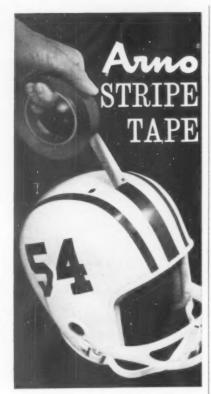
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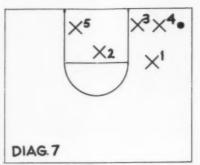
Now, helmet stripes by the roll in a galaxy of bright colors! New Arno Stripe Tape permits distinctive designs at very low cost. Fast and simple to use—goes on easily, but sticks tight. Readily replaceable for squad identification. Made of tough, weatherproof vinyl...choice of 13 popular colors. Matching 3" numerals also available. Try it—send coupon for test samples of Arno Stripe Tape and numerals.



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When the offense chooses to employ a 1-2-2 formation, the middle man, X-3, simply drops back to a position on the baseline opposite X-5, who has flexed slightly to the left side of the key instead of under the goal. All other players keep their same positions.

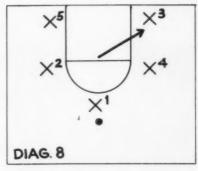
The defense has now flexed to match the offense (Diag. 8). As the ball moves around the perimeter of the defense, the players take the same slides as they took in the basic 1-3-1 zone (Diags. 9-10).

These are only a few of the formations into which the 1-3-1 can be flexed. There are many more and even different ways of achieving these defenses. However, certain basic zone team and individual maneuvers must be mastered before any zone defense will yield success. The five most important maneuvers are:

 Recognize the offense and flex to match it before the ball penetrates.

2. Keep the hands and arms extended at all times. This will discourage passes, especially the long ones that can shatter a zone.

3. Don't allow the ball to be passed to the middle. Overplay offensive players stationed on or near the free-throw line so they cannot receive the ball.







- 4. Don't give teams a good outside shot. Always put a hand in the shooter's face.
- 5. After a shot is taken, block out for the rebound.

### GENERAL TIPS FOR THE GOALKEEPER

1. Note soft or slippery spots in the goal and penalty areas which might affect the ball's bounce or your footing.

2. Check the spring of the pitch by jumping up and down on your toes. Some fields are "dead" and others "live:" i.e., have a lot of spring.

"live;" i.e., have a lot of spring.
3. Check for pebbles or foreign matter which might cause fluke bounces or injury.

4. Mark the penalty area to your satisfaction so that you can determine your relationship to the goal without looking over your shoulder. If the sun is behind the net, shadows cast by the posts and crossbar may help.

5. Test the posts and especially the crossbar for solidarity; this gives a clue as to how far rebounds may

6. Continually check the sun's location and the wind strength.

7. Handle and bounce the game ball before kick-off to get the feel of it. New balls are stiff, slippery, and feel much different than old practice balls.

8. Take a towel to the net to wipe sweat and mud from your hands.

9. On wet days, use a rosin bag or 'keeper's gloves to facilitate handling.

10. Keep your studs clean and unclogged to insure maximum grip when

11. Be equipped with a tight-fitting, visored cap for sun protection.

12. When screening your face from the sun, hold your hand far out from your face by extending your arm full length.

13. Keep warm and loose by constantly exercising when the play isn't in your end of the field.

-by DANA H. GETCHALL (Harvard)



# "Wish <u>Our</u> School Had These Keen Showers"



The game is over, and to the home and visiting teams, bathing is part of the fun. It's "time out" now to relax and refresh.

But it's never "time out" when it comes to safety, especially where eager students are on their own, and hot water can be as dangerous as it is plentiful. That's why built-in protection is so vital in school shower systems and why Hydroguard individual thermostatic controls have become a standard for safety.

The Hydroguard's simple, single-dial control is foolproof in the hands of any student. A safety limit prevents delivery of scalding water, even if the dial is accidently turned to maximum hot. Should the cold water supply fail, the Hydroguard instantly shuts off. Equally important, it prevents fluctuation in water temperature. This eliminates a frequent cause of shower room accidents — scalding or injury due to slipping or falling in an effort to escape bursts of hot or cold water.

A safe shower system is a "Hydroguarded" shower system. Get the facts. Request illustrated booklet, Safer Showers and ask for slide film showing of Safe Shower Systems. Contact The Powers Regulator Company, Dept. 1161, Skokie 36, Illinois.

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- Send illustrated booklet, "Safer Showers".
- ☐ Arrange for showing of new slide film, "Safe Shower Systems".

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Title

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Going up big with the legs akimbo, tail out, the player jerks the ball out of the air with two hands and keeps it moving.

### Rebounding ABC's

ANY discussion of rebounding must be prefaced by a reminder of its tremendous importance. A statistical survey of NCAA games last season reveals that the teams averaged slightly over 40% in their shooting; and that in quite a few instances, one or both teams hit over 50%!

Our kids obviously are shooting better than ever before. But even in the "barn-burners," rebounding plays a vital role. Anywhere from 65% to 50% of the shots in a game wind up as rebounds, and the team that recovers the most of them is going to get that many more opportunities to score.

At Pepperdine, competing in the strong West Coast Conference, we feel that rebounding, next to defense, is the most essential factor in winning basketball. Last season, despite a starting front line of only 6-3, 6-3, and 6-4, including two sophomores, we wound up with a decided statistical edge in rebounding—our 6-4 center, Sterling

Forbes, finishing second in rebounding to Tom Meschery of St. Mary's.

What's more, our freshmen team, playing the strongest schedule available, out-rebounded 21 of its 24 opponents!

All this is a tribute to our method of teaching and emphasizing the technique. Although there are no secrets or special drills that guarantee mastery under the boards, other things (like height) being equal or fairly so, the battle of the boards can be tipped to your advantage by hard work and emphasis on the proper things.

#### DEFENSIVE REBOUNDING

In defensive rebounding, position is everything. The skill can be broken down into the following components:

Blocking Out. Although sometimes called "screening out," the physical contact involved in rebounding makes "blocking" a more appropriate term. We expect four of our five defensive men always to have inside position—while our post defender should have

position on a high post man and a 50% chance on a low post man.

We stress the individual responsibility of each player to keep his man out. From time to time, we'll halt practice and ask one of our players if he's finding his man too tough. This puts the battle on a personal basis, and if the boy is an athlete he'll respond with improved performance. If he's not an athlete, we have no place for him under the boards or on the team.

We ask the defensive player to attempt to keep his opponent from scoring. If the shot is away, he hampers the vision and follow through of the shooter. His next move is to drop one step and prepare to block out.

We allow two types of pivots into blocking position. The smaller boys can step across the face of the opponent and establish contact, while the bigger men prefer the reverse pivot into the opponent to offset the crashing style of board play so popular today.

Regardless of the style used, we tell our boys to wait only one count. If the opponent isn't coming, they're instructed to take their place in the defensive cup and go for the ball. Everyone blocks his man. We aren't concerned with the fast break opportunity until we have possession.

"Working Your Man." When contacting the opponent, the defensive man should assume a semi-crouch with feet apart and weight on the balls of the feet. He should be prepared for pressure from behind, carrying his arms out to the side preparatory to jumping. Some players actually reach back and contact the offensive man with their hands, immobilizing him at that point. The blocker should slide with the opponent, keeping his tail into him as he moves.

Keeping the elbows out accomplishes two things: (1) it creates a wide obstacle for the offensive rebounder to pass, and at the same time (2) it keeps the blocker's immediate area clear, allowing him room to jump for the ball.

Jumping for the Ball. While we feel that we can't teach a boy how to jump, we can improve his jumping while he's with us. The off-season weight program offers a valuable aid in improving the boy's vertical jump. Other aids include rope skipping, plain jumping practice, and the tipping ring.

The andy-over drill is another good practice device. We have two players line up on each side of the board and leap and rebound the ball back across the basket at maximum height, keeping the arms straight.

We stress the importance of the second and third jump with a simple drill. We have the players leap and touch the basket ring 10 times with the right hand and 10 times with the left hand, increasing the number as the season progresses.

One or two of the boys of unusual size or jumping ability can perform the "stuff drill" by leaping and dunk-



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ing the ball, recovering off the floor, and repeating to the maximum. (We should all be so lucky as to have boys like that every year!)

We want the boys to set their blocks and find the ball about 6-8 feet from the basket. This allows for the sliding step that adds so much to jumping height. Any closer position puts them in danger of being driven under the basket.

Catching the Ball. We prefer handling the ball with both hands whenever possible. We know that many rebounds are retrieved with one hand, but the two-hand method is best whenever possible. We try to get the boys to jerk the ball out of the air and keep it moving. Whenever possible they should rotate their

hands so that one hand comes on top of the ball and the other below. This prevents the upward slap at the ball as the rebounder comes down through the crowd.

Return to the Floor. The rebounder

should come down "big" with elbows out and legs spread about the width of his hips. Ideally we want the rebounder to land at a 45° angle facing away from the basket. This facilitates the outlet pass and allows the pivot on the outside foot and the long step and dribble out for the fast break.

Protection of the Ball. Naturally, we prefer the quick pass-out and break or dribble. But we feel that every board man should have some instruction on preventing tie-ups when he comes down with the ball.

As the rebounder hits the floor in his "big" position, we want him to move the ball under his chin with elbows out and work to discourage the "slappers" and "reachers." By combining this action with a pivot, the rebounder can present formidable resistance to a tie-up.

Where individual responsibility and pride are instilled in the rebounders, the coach might have the satisfaction of seeing the ultimate in defense rebounding—where every offensive man is blocked out and the defense recovers the ball after it bounces on the floor!

#### OFFENSIVE REBOUNDING

Time and time again we hear the slogan, "Smash the back board!," on our practice floor. This is our way of encouraging the smashing, aggressive style of following that's so necessary in today's game.

Crashing for Position. We believe that a selling job must be done on the importance of all-out effort in following every shot. We spur the rebounders to attain a physical peak that will allow them to crash hard throughout the ball game.

There's no room under the boards for prima donnas. It's rough, vicious work, demanding a lot of heart. We point out that all we need is any kind of tip attempt. If it doesn't go in, it will allow our other men to close in for a second attempt.

Since the defensive players will be blocking out, we tell the offensive player to develop several skills in evading this block. Sometimes a simple change of direction will free the man to follow. If the offensive man can get his inside arm and leg past the blocker, he should be able to get a 50-50 chance at the rebound. If the offensive man has his back to the defensive man, he should attempt to spin out, hooking the opponent with his leg to establish inside leverage.

Corner men may follow (to the baseline) or high. A strong corner man can be quite effective if he can get along the baseline and force his way out under the basket.

We try to make our big men boardconscious. They're taught to shoot their jump shots in a stride position so that they come down running for the rebound. Only if they never miss are they allowed to shoot from back on their heels!

Our "big 3"—corner men and post man—follow every shot, while our big guard may come into the key to give us 3½ rebounders without sacrificing defensive court balance. We don't follow any pattern in rebounding, but try to get someone on the away side where most side shots rebound.

We tell our post man he should always have at least equal position, especially if he's being "fronted."

Advantages of the Offensive Rebounder. We inform our offensive board men that they have some things in their favor, even though they're outside the defensive man. The most important advantage is the knowledge of their team patterns and individual shooting habits. A goood board man will anticipate a teammate's shot and establish inside position before the defensive man is aware of the shot.

Another advantage is the knowledge that only equal position is needed. A boy who's the same size as his opponent need only tip the ball with one hand when the defensive man cannot obtain possession.

Skill of Tipping. No skill requires a better sense of timing and more physical effort than offensive tipping. The man must first battle to a spot where he can jump for the ball. Next he must time his jump so that he contacts the ball at the peak of his leap. Then he must deftly tip the ball into the basket.

We encourage "squeezing" tips that are on or within a few inches of the ring. The closing of all the fingers immediately upon contact with the ball will cause it to "pop" out of the fingers and into the ring. On tips farther away, we encourage the use of the backboard whenever possible.

We drill on tipping with our "tipping ring." This reduces the ring size and thus increases rebounds. The aforementioned andy-over drill also contributes to repetitive jumping and tipping. Of course any jump-and-touch drill involving a ball and working off the board with left and right hands is effective.

(Concluded on page 47)

## COACHES REPORT: MACGREGOR "SHUR-STAY" FOOTBALL SHOES



"This is the first low-cut shoe I've found which is really designed for football." Jack Mollenkopf, head football coach, Purdue University.

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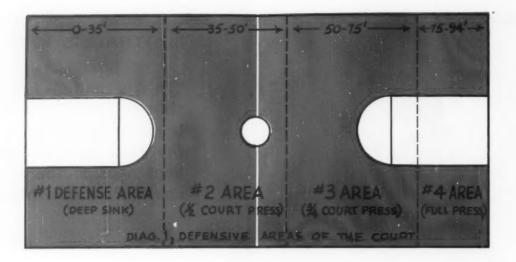


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The MacGregor Co., Cincinnati 32, Ohio

DIVISION OF BRUNSWICK WORLD LEADER IN RECREATION



### **Multiple Pressure Defenses**

THERE appears to be a definite trend toward more pressing-type defenses in modern basketball. This is a definite breakaway from the conservatism of many good coaches.

Let's examine the thinking behind each defensive philosophy. The "conservatist" believes that a team should retreat as quickly as possible into the key area before setting up its organized defense. The thinking here is not to allow any fast break or "gift" baskets from the initial offensive movement.

Upon occupying the key area, the conservatist defense then attempts to congest the middle in order to prevent any layup, either from up the middle or from the baseline.

The defense won't be overly concerned with the outside jump shot and perimeter ball-handling, figuring that the outside shots can't hurt them as much as the layups and five-foot jump shots.

The conservatist defense also sees little need for challenging the outside passing lanes, since its main concern is to congest the crucial 20' scoring area and thus reduce or eliminate the highest percentage shots. This kind of defensive thinking is quite effective against a team with poor outside shooters but good drivers.

The main problem the defensive conservatist has to face is a team with both good outside shots and fine drivers. It then becomes difficult to implement the basic tenet of retreating and congesting, rather than pressuring and challenging the outside shooting. It's an even more serious problem to college coaches, since the current collegiate players can shoot with almost unbelievable accuracy from anywhere inside 30'.

Conversely, some coaches have felt that the defense should not retreat, but should exert and maintain pressure on the offensive team downcourt throughout the entire game. This pressure-defense philosophy apparently owes its origin to the increasing deadliness of the jump shot.

Many coaches have found that they cannot afford to concede the outside passing lanes and jump shots. The tremendous outside shooting would "kill" them. Ergo the pressing-defense counteraction.

A FTER earning his A.B. at Fresno State and M.A. at Whittier, Bob Kloppenburg put in seven years of high school coaching before arriving at California Western University three years ago. In his three-year regime, the Westerners have finished in the NAIA (small college) top-ten defensive rankings with an overall 55.1 average and reached the NAIA regionals twice. The team's 1960-61 record of 16-6 was the best in the school's history.

Whereas the conservatist would retreat and congest, the pressurist would initiate and maintain pressure on each offensive man from either the 50' or 90' area of the court. Their thinking is that when an offensive man is harassed downcourt he'll become physically and mentally pressured, thus becoming less effective in his passing, shooting, and all-around play.

This theory stresses that by exerting this continuous mental and physical pressure downcourt, the defensive team will force the offense out of its usual pattern of play and into unnatural movements, both individually and collectively.

This pressurist philosophy, to be effective, must be based on strong individual man-to-man defensive fundamentals. Every player must be well-schooled and drilled on guarding a man from one end of the court to the other without allowing his man to beat him. In addition to being able to maintain position on his man, each player must be able to challenge his man and force him to the sideline before he reaches the midcourt line.

It's my firm conviction, after subscribing to both theories the past 10 years, that a coach must go to the pressure type of team defense if he's to be effective in his overall defense. With the current-day jump shooting, it's sheer suicide to allow a team to set up and take its normal shots without extreme outside pressure on the ball and passing lanes.

With this background in mind, I'd

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NEW KWIK-KOLD INSTANT ICE-PAK.

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**Doctors know** that prompt application of cold is one of the most important first aid treatments for injury. And how fast cold is applied can often make the difference between days, and even weeks, of recuperation.

Now a new scientific discovery called KWIK-KOLD makes it possible for anyone—anywhere—to get the medical benefits of cold in a hurry!

New KWIK-KOLD Instant Ice-Pak gives you instant cold for any injury. Relieves pain on the spot—reduces swelling and minor bleeding. Much faster and handier to use than old-fashioned ice bags and, unlike ice, is always available, is not messy, is easy to carry on trips.

Quick and easy to apply. Just squeeze the plastic bag and-in just 2 seconds-you get instant cold that stays cold up to half an hour! The tough yet flexible plastic bag conforms readily to body contours. Non-toxic and safe, even if the bag is punctured. Keeps for extended periods of time. Kwik-Kold provides ready relief for athletic injuries. Used by the 1960 U.S. Olympic Team, Kwik-Kold should be standard equipment for all football, basketball, and baseball teams as well as other athletic groups. For all sports injuries-sprains, black eyes, cuts and bruises-Kwik-Kold is handy and effective, indoors, outdoors, in all seasons.

New KWIK-KOLD belongs in the first aid kit of everyone who has to deal with sudden injuries. Get Kwik-Kold from your local first aid equipment supplier or write International Latex Corporation, 350 Fifth Avenue, New York 1, N. Y.



Kwik-Kold can be stored at any temperature, always ready for immediate use. Tough yet flexible plastic bag contains dry Cold-Crystals and an inner pouch of special fluid. When you squeeze bag, fluid is released to activate crystals and give instant cold. Apply as you would an ice pack. Bag measures 6" x 9", conforms smoothly to body contours, is not lumpy, messy, or drippy. Dispose of bag after use.

#### How Cold Works in the Treatment of Injuries:

Cold is medically recognized for its value in the treatment of various injuries. In minor bleeding, cold has an astringent action on tissues and constricts capillaries, thus acts to reduce blood flow at the site of the wound. By reducing effusion of blood to wound, cold helps reduce swelling, inflammation, and discoloration in bruises and sprains. The local anesthetic effect of cold helps relieve pain. And because it restricts blood flow to and from the wound, cold slows spread of venom in treating insect and snake bites.

How To Use Cold in Emergency First Aid:

**Sprains.** Elevate injured part to a comfortable position. *Apply cold packs* to sprain to ease swelling and relieve pain.

Bruises, Black Eyes. Apply cold pack promptly to bruise for 20 to 25 minutes. Cold inhibits flow of blood to wound, helps limit discoloration, reduce swelling and pain.

**Bleeding.** In bleeding from the nose, the head should be kept erect, as lowering the head tends to encourage continued flow of blood. *Apply cold* to the nose, and if the bleeding is from near the tip of nose, pinch the nostrils together for a few minutes. In bleeding from cuts and abrasions, keep the area raised and *apply cold* in conjunction with other prescribed treatment.

Insect & Snake Bite: For bee, wasp and hornet stings, remove stinger with sterilized needle or knife point. Apply cold to sting to relieve pain and slow absorption of venom. Apply calamine lotion to relieve itching. For ant, chigger and mosquito bites, wash affected parts with soap and water, then apply paste of baking soda. Apply cold to reduce swelling. For snake bite, follow prescribed first aid procedure, using cold application on wound to relieve pain and help limit spread of venom.

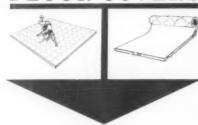
**Sunstroke.** For mild sunstroke (marked by headache, fatigue, dizziness and, perhaps, fainting), cool patient off quickly. *Apply cold packs* to head to help lower body temperature.

Minor Burns. Follow recommended first aid procedures to exclude air from burned area and prevent contamination. Apply cold packs to relieve pain.

Other Uses. Cold packs may be considered for use in conjunction with other appropriate first aid measures in treating minor head injuries, suspected appendicitis, headache and fever, toothache, and fainting.

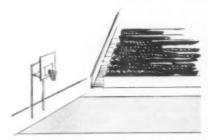
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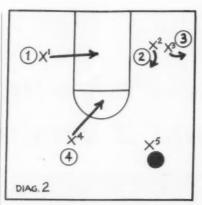
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like to present the series of pressure defenses that serve as our basic team defense. First, though, I'd like to reiterate that before we make any attempt to teach these sequences, we make certain that each player is thoroughly drilled on one-on-one defensive situations from every possible point on the court.

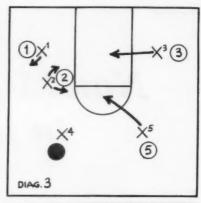
We feel that once our biggest and slowest men can effectively "hold ground" on our fastest men from one end of the court to the other in a one-on-one situation, we're ready to effectively engage in our sequences of pressure defenses.

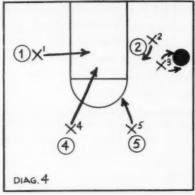
We feel that each of these defenses is fundamentally sound in that it always gives us a one-on-one situation with little possibility of the two-on-one situation that's so common to many pressing defenses. Our purpose isn't to steal the ball but to keep such intense pressure on the opposing players as to rush and impair its entire game.

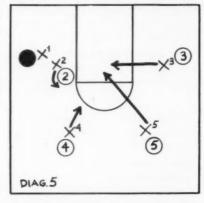
We realize that at some point in the game, the pressure defense will begin to take its toll. This usually occurs in the second half, although it might come sooner against a particularly weak opponent. The coach must firmly believe in this theory and not come out of the defense whenever its effectiveness isn't immediately apparent. This kind of pressure, to be exerted properly, must be continued for at least three-fourths of the game.

Our defenses are based on the four areas off the court delineated in **Diag.**1. Our No. 1 defense covers the O-35' area, which is the crucial area since it embodies the high-percentage shooting spots. Our No. 2 alignment covers the 35-50' area; our No. 3 defense, the 50-75' area; and our No. 4 defense, the 75-94' part of the court.

We've developed a man-to-man team defense for each of these four areas, as illustrated in the following diagrams. We feel that the Nos. 2, 3, and 4 areas are the real important ones in our overall defense, as it's here that we want to create uncommon situations for the offense. If we can force every downcourt man to







dribble or move in a manner they haven't practiced, we might force them into mental or physical lapses before they reach the No. 1 area.

No. 1 Defense, Sinking Man-to-Man, (Diags. 2-5):

Diag. 2: X-5 pressures ball hard; X-4 sinks 3-5' inside key circle; X-3 plays passing lane to 3; X-2 plays either ¾ to side or in front of 2, blocking passing lane; X-1 sinks 2-3' inside key, facing man and the ball. Diag. 3: X-4 pressures ball hard;

Diag. 3: X-4 pressures ball hard; X-1 plays passing lane to 1; X-2 plays % or in front of 2; X-3 sinks 2-3' inside key area; X-5 sinks 3' inside key circle

Diag. 4: X-3 pressures ball hard; X-5 drops off to 2' from key; X-4 sinks 2' inside of key; X-1 sinks 3-6' inside key area; X-2 plays ¾ or completely in front of post man.

Diag. 5: X-1 pressures ball hard; X-2 plays ¾ or completely in front of (Continued on page 68)



## Otto Graham Calls the Play

• With the nation becoming increasingly alarmed at the physical fitness of its youth, it behooves every coach to intensify his efforts to promote clean and healthy living. Topping the list of every training code is the vital importance of abstaining from alcoholic beverages. Alcohol acts as a paralytic force, numbing the brain and nerves. For the young athlete it can be catastrophic. It makes him feel uncertain, ruins his judgment and timing, and severely impairs his performance. That's why every coach makes "No Alcohol Drinking" the golden rule of his training code.

This important message is attractively presented in the poster on the next two pages. Relayed by Commander Otto Graham, the Hall of Fame quarterback who's now Athletic Director and Head Football Coach at the U. S. Coast Guard Academy, it merits conspicuous display on every school bulletin board.

The poster may be removed by merely turning back the staples. For additional copies, check the "Alcohol Education" listing in the Master Coupon on the last page.

ALCOHOL EDUCATION



## A Win

The great Thon "Putting alcoho putting sand in engine." As usuengine with sawon't run. A bowill never performs to how can it? A reflexes, that

ALCOHOL EDUCATION

charles beck

17

## ing Move for Everyone

s Edison once said:
nto the body is like
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ine coordination

between mind and muscle. It impairs the sense of judgment. It increases fatigue. All this spells p-o-i-s-o-n to the athlete. Anyone who uses it cannot hope to produce peak performance. So don't let anyone talk you into taking a drink. It's neither smart nor sociable. It's just plain stupid.

Otto Drakam

Athletic Director,
Head Football Coach
U. S. Coast Guard Academy



O CHICAGO AVENUE, EVANSTON, ILL.

# Questions and Answers on A L C O H O L

#### Is Alcohol a Stimulant?

NO. It is a narcotic, and as such it suppresses or lessens the activity of living matter. By lessening the caution it gives a temporary sense of well-being. But over a period of time it acts as a depressant to both mind and body.

#### **Does Alcohol Increase Endurance?**

NO. Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise) and unless this acid is quickly removed the muscles soon tire.

#### Is Alcohol Good for Nerves?

NO. Alcohol seriously upsets the nervous system. It disturbs the protective lipoids and dehydrates some of the moisture in the body which is so essential to proper functioning of the nerves.

#### **Does Alcohol Improve Judgment?**

NO. One of the most serious effects of alcohol is on the cortex of the large brain, or cerebrum, which directs our thoughts and actions. It interferes with the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

#### **Does Alcohol Aid Coordination?**

NO. It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.

## NEW EQUIPMENT

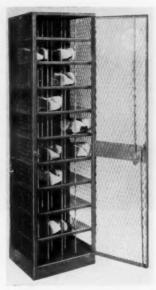
For full details on any or all of these products, check the respective listings under "NEW EQUIPMENT" in the master coupon on page 71.



 FOLDING HIGH SCHOOL HURDLE. The Gill GHS high school hurdle is now being affered in a folding model. Folding to a compact 5½" width, it's ideal where storage space is limited. A stabilizer bar has been added at the base of the gate to make it even stronger and solider.



COTTON CANDY MACHINE. Producing two colors of cotton candy at same time, Gold Medal's "Twin Wind" enables school to save expense of a second machine. Built of corrosion-resistant aluminum alloy, it's simple to operate, ideal for selling cotton candy in school colors.



• TENNIS-GYM SHOE LOCKER. Available in 7 baked enamel finishes, DeBourgh's new unit is constructed of heavy gauge welded steel framing, 64" high, 183" wide, and 16" deep, completely ventilated. 10 shelves with dividing rods hold 4 pairs of shoes each (40 per locker). Holds shoes for entire class, eliminating "rubber-odorous" desk storage.



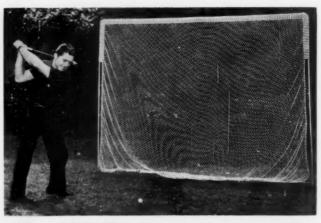
 TWISTING BELT. The famous Pond Twisting Belt, now being built by the American Trampoline Co., aids in the teaching of twisting movements on gym apparatus, in diving, and in teaching backs to pivot and spin on the football field.



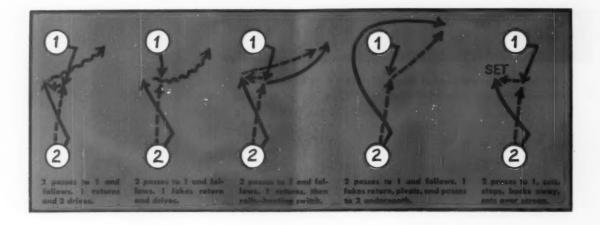
 PORTABLE MASTER PLAY INDEX. Ideal for football and basketball mentors,
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as close to net as you wish just so club won't hit it—then swing away!



# SIMPLIFIED OFFENSE for Beginning Coaches

2 passes to 1 and cuts down middle. I passes to 4, then 2 cuts down middle and scissors off 3 for pass from 4.

As a "veteran" coach of more than nine years, I've had the opportunity to work with boys of all ages—from freshmen in junior high to seniors in college. Though I've had a measure of success on each level, the group I liked best and got the most from was the junior high freshmen—a group ranging in age from 12 to 15.

While coaching at this level for three years, my teams amassed a record of 46 wins and 3 losses. My "secret"? Simplicity!

My advice to the young coach working with boys in this age group is not to give the boys too much. A simple and uncomplicated offense is all you need. I believe a young coach doesn't have to win, as long as he's teaching his boys sound, basic fundamentals and good basketball habits.

A team that employs a simple system seldom gets beaten badly. Boys derive confidence, assurance, and security from being good in a few basic patterns rather than mediocre in many. And they'll always look like a team rather than a conglomeration of individuals.

A good idea for a new coach is to keep a record and write a lesson plan—not in detail but in little notations—of everything he wants to accomplish each day, and then budget his time accordingly. I'd like to give you an idea of what I do: First Day

1. Introduce myself (5 minutes): Tell of my experience and qualifications.

What I expect of the boys in the

#### By TOM GRIFFIN

Cardinal Dougherty H. S., Buffalo, N. Y.

ways of behavior and discipline.

Announce the daily and weekly schedule, and the time of the first cut.

Tell of plans for the season.

2. Drills—divide Squad into 2 or 3 groups (20 minutes):

Lay-ups—demonstrate the correct way for a right-hand lay-up, taking off on the left foot and vice

Right, left, center lay-ups; make 20 in a row, counting out loud.

Pass and cut behind the man you pass to (3 lanes).

Fast break—pass to one side, break down opposite side for basket.

Jumping—use a rope with a rubber ring for weight; as I swing the rope the boys jump over it.

3. Defense (40 minutes):

Stance—demonstrate—use entire

Spread out—have squad move forward, backward, left, right, call "shot." The boys move in the direction I call, and on the word "shot" rise to their toes, not leaving their feet.

Hands behind back drill—1-on-1.

3-on-2. Demonstrate how to defend. 1 (front man) stops the ball, 2 (back man) goes in the direction of the first pass as 1 falls back.

4. Sets and Jumps (15 minutes): Demonstrate—have the boys follow their shot and get their own rebound—a good habit to develop.

5. Rebound Drill (10 minutes): Boxing out, getting position, getting off your feet.

6. Dribbling (10 minutes):

Keep ball low, fingertip control, head up, protect the ball with your body, use both hands.

Use 1-on-1 drill up and down court.

7. Rules and Interpretations (3 minutes):

Take a rule a day and explain it to the boys. This helps give them a better understanding of the game.

8. Laps (5 minutes):

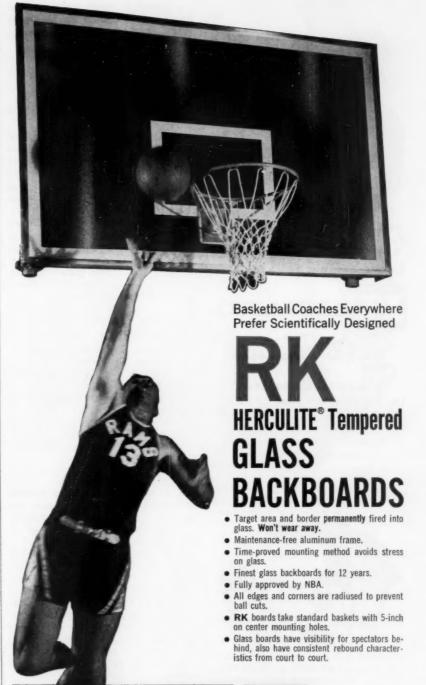
20 laps around the gym. 9. Showers (12 minutes).

After selecting the personnel that will represent the school (I like about 15 boys), I begin teaching my offense, but still stressing defense and basic fundamentals as much as ever.

I try to get the boys to see the reasons behind everything we do. I give them the following six rules of offense that will help our system:

 When you receive a pass, come to meet the ball until you get your hands on it.

2. Follow your pass, not all the time but most of the time. By doing so, you create a crossing situa**Write Today for Literature** 



#### FAN SHAPED GLASS BACKBOARDS



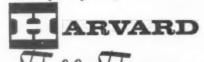
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tion, thus setting up a play or a pick.

- 3. Learn to keep court balance. Every player should learn how to adjust quickly to any situation on the floor.
- 4. Learn the importance of timing and how to time yourself; this goes along with court balance.
  - 5. Keep the ball moving.
- 6. Intentional screening, plays, or formation work.

The accompanying diagrams show some of the two-man drills I use to improve my offense. They can be worked on both sides of the court.

After the boys become familiar with these drills and variations, we insert defensive men and work 2on-2 to help improve our defense.

The offense I use with boys in grades 6 to 9, as I mentioned before, is simple-screen for opposite guard and run the guard around. If the boys learn these plays (shown in accompanying diagrams) well enough and can remember a few rules, they can win:

Remember these few hints:

- 1. Keep the ball moving.
- 2. Follow your pass.
- 3. Come to meet pass until your hands touch ball.
- 4. Be sure all the boys know all the positions.
- 5. Know what to do with the ball when you receive it.
- 6. Don't always do the same thing; vary your moves.
- 7. After shooting, follow your
- 8. Fake before you make a move. If you know you're to meet the pass in front, fake the defensive man to the baseline then go to the position.
- 9. Maintain balance, 1-2-2, or 3-2. If a spot on the court isn't filled. fill it.

10. Hustle!

I give all the boys who make the squad a booklet containing rules, regulations, the diagrams of our plays, and the drills they can do on their own for self-improvement.

In this booklet I include the fol-

Rules: Training rules and suggestions for getting in condition; care and prevention of the common cold: discipline and morale; duties of captain-qualifications, responsibilities.

Duties of Manager-qualifications, responsibilities.

Diet-day of the game.

Maxims for individual defense. Drills-fast break, individual drills players can do on their own.

Schedule.





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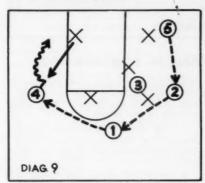
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#### Moving 1-3-1

(Continued from page 16)

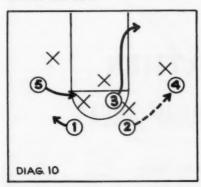
basket or to 3 if he's open because of 5's cut. (Note that the defensive center must make a decision as to whom to guard.) If neither of these opportunities occurs, 4 passes to 5 at the baseline position.



In Diag. 8 we have the same situation as in Diag. 4. All subsequent action will be the same as described in Phase 1. If no shot is taken, we have the situation depicted in Diag. 9. This duplicates Diag. 5, and again we would execute the quick reverse.

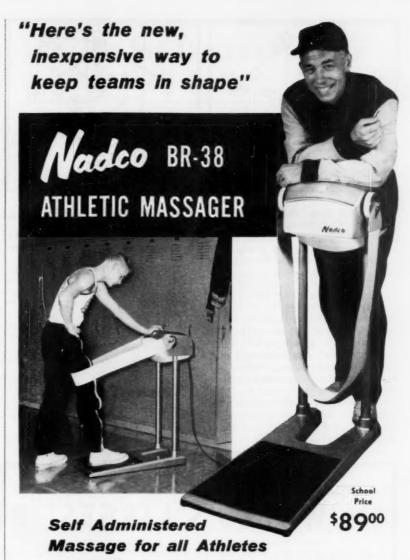
#### Phase 3, Center Baseline (Diags. 10-13):

The action is again started (Diag. 10) with a pass to 4. As the pass is made, both 5 and 3 are cutting. 3 times his cut so that he's halfway to the basket when 4 catches the ball. 5 times his cut so that he's just entering the free-throw circle when 4 catches the ball.



We now have the situation shown in **Diag. 11.** 4 may pass to either 3 or 5. 3 must shoot if he receives the ball. 5 has the option of shooting or passing to 3 if he's open for a closer shot.

If none of these opportunities occurs, 3 continues to the baseline position shown in **Diag. 12.** 4 now passes to 3, and we have the same action as in **Diags. 4** and 8. If no shot is taken, we have the situation il-



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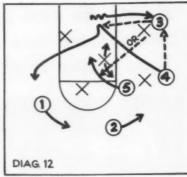
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lustrated in Diag. 13. Again we execute the quick reverse as in Diags. 5 and 9.

All this may seem to imply that we expect our men to handle the ball a great deal before taking a shot. This, however, is directly contrary to our philosophy. We've tried to develop a continuity of successive plays so that we may quickly probe the defense if a previous attempt is unsuccessful in gaining a shot.

We want our men to obtain a shot with as few passes as possible, because no matter how well you handle the ball the more times you pass the more errors you'll commit. We believe our offense puts immediate pressure on the defense and gives us quick shot opportunities.

#### WRESTLING RULES CHANGES FOR 1961-62

PRINCIPLE high school wrestling rules changes for the 1961-62 season include:

1. Two points are awarded for the first take-down by each wrestler and one point for each subsequent take-down during both the regular match and overtime periods.

2. The head must touch the mat on or outside the boundary line to be considered out of bounds.

3. Two points shall be awarded for a predicament.

4. The split scissors, which is more commonly termed the "banana split," is now classified in the rules book as one of the potentially dangerous holds.

5. Unnecessary roughness by the

wrestler may cause the referee to award points to the opponent in addition to points the opponent may have earned in the action.

 The Rules Committee recommends that individual state associations formulate a weight-control program.

7. In 1962-63 it will be mandatory for each wrestler to wear a shirt.

8. The overhead double bar is now an illegal hold, either with or without the use of a scissors.

9. All personnel other than actual participating contestants shall be restricted to an area reserved for such use. This area shall be well removed from the actual mat area and scoring table.



#### Swim Coach's Aid

(Continued from page 22)

To obtain an accurate record of a student's ability, each is asked to swim approximately 40 yards in the manner shown in **Diag. 3.** 

1. Each student starts with a push off from the deep end, swimming in the second lane out for the length of the pool (20 yards at P.S.C.).

The instructor checks the following: relaxation, head position and action, breathing, and general timing.

2. Student then swims diagonally from the far corner of the pool directly toward the instructor who's stationed halfway down the side of the pool.

Instructor checks for: arm action, hand and finger position, and pressure and plane.

3. Student then swims directly away from the instructor to the far side of the pool.

Instructor checks for: leg action, foot and toe position, and depth of kick.

The instructor should allot 40 minutes to test 35 students. This includes the indoctrination period, testing, and explanation of individual faults to each student. The instructor can have his class divided into fault groups by the next meeting.

#### RE-CHECKING THE FAULTS

The faults recorded during pretesting will be scrutinized during the mid-term; and those mid-terms will be checked during the final examination.

The instructor adds any new faults that might arise through the correction of another. Fortunately, the latter is usually of minor consequence. (Note Diag. 2.) While referring to diagram #2, note how rapidly one can visualize the progress of a student from this hieroglyphical profile and evaluate the quality of improvement.

To further clarify this kind of recording, one doesn't have to follow a specific order of jotting down faults. Place them as they come. An accumulation of mental notes appears to be the most efficient method, jotting down the faults at the completion of each leg of the test.

Furthermore, the hieroglyphical diagrams used in this article suit this instructor's "mind's eye." With a little practice I'm certain that others will find this type of testing and recording to be a useful instrument in their swimming programs.

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Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

WAUDEVILLE isn't dead. It isn't even slightly wounded. Over the Labor Day weekend at Dolph Schayes All-Star Clinic at Camp Walden (Lake George, N. Y.), we caught about eight acts that positively fractured us.

The stage was a stuffy cabin redolent of sweaty sweat socks and wet sneakers. Curtain time was about 2:30 A.M. The entertainers, sprawled on army cots (so narrow they must have been borrowed from the Chinese army), included such coaches as Johnny Bach (Fordham), Press Maravich (Clemson), Al Grenert (St. Anselm's), and Jinx O'Connor (Holyoke, Mass., H. S.). For matinees (the rest hour following lunch), the cast was augmented by George Hunter (Army), Red McManus (Creighton), and the Syracuse Nats basketball team.

The humor flowed like the vino at an Italian wedding. We got no sleep at all. We walked around like a zombie all day. But we never stopped laughing. Unfortunately much of the humor would lose something in the translation (from its original magnificent scurrility). There's simply no way of expurgating Johnny Bach's hilarious monologues: "Wilt Chamberlain Meets Frank McGuire" and "Fordham Plays Bradley at Peoria, Ill." or Press Maravich's parody of the famous Michigan State pep talk or Jinx O'Connor's anecdotal Baedeker of the Irish in Holyoke.

But we did manage to glean a few gems that could pass the censor. So, with immense gratitude to all the boys and our gracious host, Dolph, here goes:

Eddie Conlin was the best player that Coach Bach ever had at Fordham. A cleancut, dedicated, All-American boy, Eddie was drafted by the Syracuse Nats. In his first outing, he was assigned to the great Jack Twyman.

Right after the opening tap, Twy-man took a pass in the corner. Conlin,

the eager college kid, quickly moved in on him. Twyman feinted a drive, and Conlin properly took a step backward. Then, to Eddie's amazement, Twyman took *three* steps back and put up a shot. Swish!

The outraged Conlin turned to the ref, Sid Borgia. "Sid, Sid!" he cried. "The guy took three steps! Why didn't you call it!"

"Aw, c'mon, kid," replied Borgia, the hardened pro. "They were only teeny weeny steps."

Press Maravich took a small, weak Clemson team into Philadelphia to play Villanova. On the very first play, the Villanova jumping jack, 6-6 George Raveling, tapped to a forward, bolted for the hoop, took a return pass, went way up in the air, and tried to dunk. The ball came down too hard, hit the rim and bounced up. Two feet above the basket, a big hand belonging to the Wildcats' great forward, Hubie White, hooked the ball and slammed it down right through the basket.

The Clemson captain immediately called time out. Coach Maravich jumped from the bench. "Cripes!" he screamed. "What are you calling time for?"

The kid looked at him. "Coach," he said in a hurt voice, "didn't you see that?"

Fordham was playing Duquesne in the finals of the Carousal Tournament. Behind 21 points late in the game, Coach Bach called for a press. Little by little the Rams whittled at the lead. With about 13 seconds to go, they tied the score, then stole the ball. Bach, elated, called time, and set up a play. "Remember, boys," he warned as he sent them back onto the floor, "hold that ball for only one shot and make sure to make it a good one."

Fordham began passing the ball around and eventually it found its way into the center's hands. To Bach's horror, the boy started dribbling away from the basket, then, with seconds to go, he turned and took a wild hook from about 40 feet out. The shot

missed, Duquesne took the rebound, threw a long pass, and fired a desperation shot—that hit!

As Fordham plodded off the court, Bach cornered his center. "John," he moaned, "why oh why did you ever take a shot like that after all I told you?"

"Coach," the boy said loftily, "sometimes you have to be dashing and daring in this game of basketball."

When Connie Dierking played for the Nats, he had a phobia about flying. He simply couldn't get aboard a plane. Coach Paul Seymour approached his big center, Johnny Kerr. "Johnny," he said, "you've been around a lot. You're not afraid of anything. The fellows respect you. Will you try to talk Connie out of his crazy fear of flying."

"Sure, Coach," replied Kerr. He took Dierking aside and began telling him how foolish he was, how safe flying really is, that millions of people take planes every day, that accidents are some some series of the s

dents are rare.

"Besides," he concluded, "even the railroads have accidents. Did you read about the big accident in the mid-west the other day? Six trains fell off the track, killing 11 people."
"Goe" said Dierking impressed

"Gee," said Dierking, impressed, "how did that happen?"
"Oh" said Kerr "a jet plane with

"Oh," said Kerr, "a jet plane with 77 passengers fell on it."

Talking about the great high school players of the past season, Red Mc-Manus was lamenting his inability to conscript one of the truly great stars. "I looked up his transcript," he moaned, "and the kid was so dumb he got a D in lunch."

Over lunch one afternoon, Al Bianchi, the Syracuse backcourt man, called to Dolph Schayes at the next table. "Hey Dolph, shoot me the ketchup." Schayes obliged, then turned to us, "See," he grinned, "they know I'm a shooter, not a passer."

Back in college, Johnny Bach starred in baseball as well as basketball. In fact he used to catch batting practice for the Yankees. The thing that impressed him most was the way the batters laid off the bad pitches. If the pitch was just an inch off the corner or inside, an inch too high or low, they wouldn't offer at it.

Joe DiMaggio knew the strike zone as well as he did the inside of his hand. One day a rookie pitcher, Don Johnson, started throwing aspirin tablets at Joe in the hope of making a good impression. Joe let pitch after pitch go by.

"Come on, Joe," Johnson complained, "those pitches are going over the plate."

"Look, rookie," DiMaggio softly answered. "When they go over the plate, I'll let you know about it. You'll find the ball in left field."

Johnson then bore down, burning the hard one right in there. Crack! Crack! Crack! DiMaggio lined three in a row into the left-field seats.

"Those," he called to the rookie, walking away from the cage, "were strikes."

Needing a suit of clothes, 6-9 Johnny Kerr went to visit his favorite tailor. The tailor carefully measured him for the suit plus an extra pair of pants. Kerr then explained that he was going on a long road trip, and that he'd appreciate it if the tailor gave him the material so that he could have the suit made up in Boston. The tailor acquiesced.

Ûpon reaching Boston, the big redhead got the address of a good tailor and deposited the material, telling him he'd pick up the suit on his next trip to Boston. At the appointed time Kerr arrived, took the completed suit, and went into a booth to try it on. To his amazement he discovered that the coasleeves came up to the elbows and that the pants came down only to the knees.

Indignant, he strode out to the tailor. "Look, Mister," he snapped, "back in Syracuse, my tailor, a good man, gave me enough material to make up a full suit with two pair of pants. Now look at the fitting of this suit."

The tailor looked at the short coat and pants, nothing more than Bermuda shorts. "Buddy," he softly said, "all I can say is that you must be a bigger man in Syracuse than you are in Boston."

#### Rebounding ABC's

(Continued from page 30)

We find that a boy must develop his weak hand for tipping just as he does for shooting. Our freshmen are taught to concentrate on one-hand tipping, since it increases the reach by several inches. Against good competition, you seldom get any opportunities for the two-hand tip.

#### REBOUNDING THE FOUL SHOT

On foul shots, the defensive man on the inside must avoid anticipating the rebound. Otherwise he'll find himself jumping too soon and having the ball tipped in on his way down. Some teams tip the ball out for the fast break, but this incurs a certain amount of risk as compared to sure possession.

The offensive men are encouraged to crowd the inside man and try for a tip every time. An aggressive man (in the second spot) will get an occasional tip-in from the front of the basket. To counteract the step across the lane by the inside man, the offensive men are told to slide around the outside to the board just often enough to keep the inside man honest.

We use a minimum of aids and devices other than the tipping ring, jump rope, and early work with the medicine ball. But we're aware of the value of jump-and-grab apparatus, especially in the junior high and high school.

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## **New Books on the Sport Shelf**

 RONALD ENCYCLOPEDIA OF FOOTBALL (1961 Revision). By Spike Claassen and Steve Boda, Jr. Pp. 875. New York: The Ronald Press Co. \$10.

ORIGINALLY published last year, this massive record book offers a 92-year statistical history of the gridiron sport—college, pro, and high school. The complete scores, year by year and game by game, are given for every major college, together with individual season and coaches' records.

Never the one to let the grass grow under its feet, Ronald has enlarged the book this year by including alltime collegiate (performance) records, the game-by-game scores of the new pro league, and the All-American selections from every major college.

Everything in the book has been updated through 1960. That includes the records of every team, the All-American selections, the pro football scores and records, and the All-American H. S. teams (as picked by Scholastic Coach).

 THE MODERN WINGED T PLAYBOOK.
 By David M. Nelson and Forest Evashevski. Pp. 171. Illustrated—diagrams. Dubuque, Iowa: Wm. C. Brown Pub. \$3.

JUST as sure as death and taxes is the certainty that some shrewd coach will come up with a twist or frill that will force a heretofore "unstoppable" offense into readjusting if it hopes to retain its efficiency. It happened to the double wing, the short punt, the single wing, the straight T, and the split T.

Our defensive "scientists" now have the winged T-football's latest offensive plague—under their microscopes. But they're going to have to burn the midnight oil for many a moon before they come up with an antidote. The formation's founding fathers-Dave Nelson and Forest Evashevski-aren't the type to grow fat and complacent on success. Ever since Iowa and Delaware launched the winged T so sensationally five years ago, Dave and Evvy have been constantly tinkering with their brainchild-adding, changing, varying, deleting-to keep ahead of the defense.

All their adaptations are compounded in this excellent text—a worthy successor to their superlative original, Scoring Power With the Winged-T. Armed with the background, philosophy, techniques, and coaching points from the original text, a coach can give his winged T a neoteric look by incorporating the adjustments advocated by Nelson and Evashevski in their latest book.

The authors launch the text with essential background chapters on the numbering system, new formations, the new series, and general changes. Then they drive right into the heart of the text—the plays. An entire page is devoted to each play, including a magnificent diagram and the assignments for each man.

These new or adjusted plays are categorized as follows: outside plays away from the wingback; outside plays to the wingback; running action passes; end and wing lead post attack; off tackle counter plays to and away from the wingback; internal attack; internal attack (condition blocking); internal attack (individual blocking); bootleg, waggle and split passes; and special action pass plays.

Clear, precise, superlatively diagrammed, The Modern Winged T Playbook rates a big niche in every coach's library.

 BEN MARTIN'S FLEXIBLE T OFFENSE. By Ben Martin. Pp. 223. Illustrated—diagrams and photos. Englewood Cliffs, N. J.:

Prentice-Hall, Inc.

IN his four years at the Air Force Academy, Ben Martin has established a solid reputation as a sound and imaginative thinker. His flexible T is a cameo of simplicity, versatilty, and balance, which beautifully integrates the ground and air arms.

From his article in the May 1960 Scholastic Coach ("Air Force Academy's Double Wing Belly Series"), we've always respected Ben as a keen analytical thinker with a clear, precise way of expressing himself. These qualities are very much in evidence in his excellent new text.

He gives you the complete works—exactly how his flexible T operates and how he teaches it. First he explains how to evaluate players and select the team. Then he describes his simplified signal system, flexing to control the defense, developing the quarterback (ground and passing attacks), and the mental approach to quarterback strategy.

With this essential background under your belt, the Falcon coach is ready to elaborate on the details of his running attack. Very clearly and thoroughly, he delineates the mechanics of his longside and shortside fullback belly play, longside and shortside belly option play, counter play of the belly series, installing the trap series, individual assignments for the quick traps, counter and long traps, and the flexible T drive series.

Coach Martin concludes his text with a detailed analysis of his famous possession passing attack, including pass routes and patterns.

This is strictly a class coaching text, meticulously detailing a versatile, fast-striking system that can be easily adapted to any team's basic needs.

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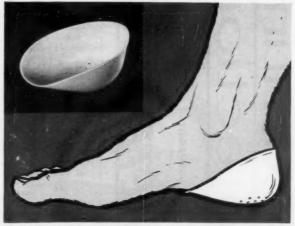
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 CHAMPIONSHIP BASKETBALL WITH JACK GARDNER. By Jack Gardner. Pp. 250. Illustrated. Englewood Cliffs, N. J.: Prentice-Hall, Inc. \$5.65.

MONUMENTALLY successful on every level of coaching, Jack Gardner is firmly ensconced as a basketball double-dome; and, judging by this book, he's now ready to be promoted to triple-dome!

This is one of those marilyn monroe type of texts-so round, so firm, so fully packed. The excellent Ute coach does a masterful job of breaking down his offense and defense and explaining exactly how they work. No dribble, cut, switch, or strategical gem is left unturned. He covers everything.

Jack taps off with a couple of perceptive chapters on the factors determining coaching success and player guide and orientation. He then goes to work on his famous fast-break shifting-post offense. He expounds the basic positions and game-play drills, then details the actual fastbreak and man-to-man offenses. From there he goes on to the attacking patterns so essential in today's complex game: zone attack, the stall and the freeze, and situation offenses.

Defense is completely covered in four big chapters: team defenses, man-to-man defense, zone and combination defenses, and press and special defenses.

Having laid this very substantial foundation, he then nails on the necessary auxiliaries: scouting techniques and forms, applied scouting and strategy, and game-management

There's no scrimping or cutting corners. Gardner explains everything in graphic detail. The writing is topdrawer, the illustrations (diagrams and charts) abundant, and the anecdotes interesting and pertinent.

In short, this is a splendid coaching

. MISSOURI POWER FOOTBALL. By Dan Devine and Al Onofrio. Pp. 221. Illustrated-photos and diagrams. Columbia, Mo.: Lucas Brothers Pub. \$5.50.

THREE years ago we had the pleasure and honor of moderating a football clinic in Santa Barbara, Calif. On the staff were some of the greatest names in football coaching: Bear Bryant, Frank Broyles, Jack Curtice, Terry Brennan, Don Ray Graves. Clark, and Phil Dickens. These were the established "pros." The seventh clinician was a youngster who had just exploded into the limelight with three great teams at Arizona State. As you've probably guessed, it was Danny Devine.

After spending a week with the handsome, serious young fellow, we just knew he was a can't-miss bet to join the others in the super-coach class. Shrewd, alert, flexible, deeply studious, he had all the ingredients for success.

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#### THE BASKETBALL COACH: **Guides to Success**

by John W. Bunn, Colorado State College

This authoritative new book presents straightforward and tested techniques for handling the essential non-technical aspects of coaching basketball. September, 1961

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Dept. 3018 right. In his three years at Missouri, Danny has become Devine—and we hope you don't penalize us 15 yards for that one!

One glance at his new coaching text is all you need to discern Danny's acuity. A beautifully organized, excellently written, information-packed exegesis of Devine's modus operandi, Missouri Power Football is top-drawer from the first chapter to the last.

After expounding the background of the Missouri system, Danny and his splendid line coach, Al Onofrio, delve into the numbering system; the sound, simplified blocking rules; line play; backfield play; and pass receiving. Then they plunge into team offense.

And what a job they do on it! The complete Missouri offense is explained in minute detail and illustrated with large, sharp diagrams and picture sequences. There are almost 100 pages of diagrammed plays and passes, with coaching points for the backs on every diagram.

The Missouri coaches conclude the book with two excellently detailed chapters on individual defensive techniques and drills, and team defense.

Danny's philosophy is beautifully summed up in his introductory chapter: "Any team that you can beat by fooling, you can beat without fooling... When you have established a reputation for running the expected play, the unexpected becomes easier." Shrewd, eh?

 GUIDES TO BASEBALL UMPIRING. By Gilbert P. Augustine. Pp. 61. Illustrated diagrams. Perth Amboy, N. Y.: Instructional Center, \$1.

FORMER coach, umpire, and indefatigable humanitarian, now a school principal and director of the N. Y. State Federation of Baseball Umpires, Gil Augustine has put 30 constructive years into athletics, culminating in this fine text for umpires.

A soft-covered 11" by 8" mimeographed book, Guides to Baseball Umpiring offers an analysis of fundamental principles, practical application, and sound philosophy. The author covers the subject clearly and thoroughly, illustrating the basic positions with diagrams.

Other helpful materials include rating charts, sample tests, and typical problems and answers.

 HEALTH FITNESS IN THE MODERN WORLD: A Collection of Scientific Papers.
 Pp. 392. Illustrated. Chicago: The Athletic Institute.

A COLLECTION of papers presented at the Institute of Normal Human Anatomy and The Ministry of Foreign Affairs during the 1960 Olympics in Rome, this substantial text contains the findings of about 50 famous sportsmedicine authorities from 15 nations.

The reports are classified under six major headings: The Nature of Health and Fitness, The Physiology of Human Activity, The Psychology and Sociology of Human Activity, The Mechanics of Human Activity, Training and Conditioning for Human Activity, and

## A <u>must</u> for every Coach . . . THE MODERN WINGED-T PLAY BOOK

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THE MODERN WINGED-T PLAY BOOK used in conjunction with the background, philosophy, techniques and coaching points provided in SCORING POWER WITH THE WINGED-T OFFENSE gives an excellent and up-to-date teaching guide for learning the offense.

This new supplement contains a valuable introduction which explains WHY the changes and variations. The Numbering System and placement of personnel is fully covered. New Formations show how to spread and change the strength of a formation. The 40 Series, the 70 Series, the counters at the four and six holes from the 30 Series, and the fan (reach out) and waggle passes are some of the important additions in the added New Series. General Changes are covered in detail. The many new plays include: Outside Plays Away from the Wingback; Outside Plays to the Wingback; Running Action Passes; End and Wing Lead Post Attack; Off-Tackle Counter Plays to and Away from the Wingback; Internal Attack, Internal Attack (Condition Blocking), Internal Attack (Individual Blocking); Bootleg, Waggle and Split Passes; and Special Action Play Passes.

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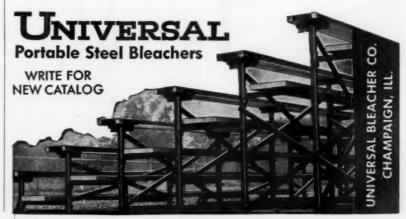
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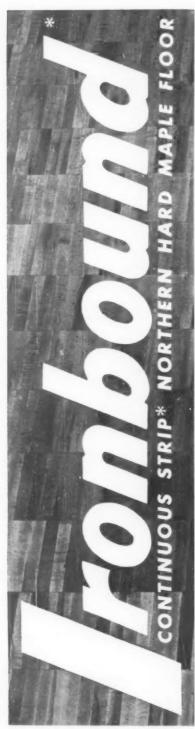
Other popular football books available are: Evashevski-Nelson: SCORING POWER WITH THE WINGED-T OFFENSE — \$5.00. Daugherty-Wilson: IST and TEN — \$5.00. Tatum-Giese: COACHING FOOTBALL AND THE SPLIT-T FORMATION — \$4.00. Bonder: FUNDAMENTALS OF THE T FORMATION — \$4.00. Pelfry-Owen: THE PASSING GAME — \$3.25. Mitchell-Taylor: UMBRELLA DEFENSE — \$2.50. Teague-Cheek: HAND-BOOK OF FOOTBALL SCOUTING AND FILM ANALYSIS — \$1.75.

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 BASEBALL IN AMERICA. By Robert Smith.
 Pp. 278. Illustrated. New York: Holt,
 Rinehart and Winston, Inc. \$10 (special Christmas gift price, \$8.95).

ANYONE interested in the history of baseball will find this book right up his alley. Written beautifully by one of the diamond sport's master historians, this big (11" x 8"), handsome book chronologizes the fascinating saga of the game, spicing it with scores of delightful anecdotes and hundreds of superb historic photos of famous games and players.

SPORTS RULES ENCYCLOPEDIA. Compiled and Edited by Jess R. White. Pp. 563. Palo Alto, Calif.: N-P Publications.
 \$7.50.

COACHES, physical education teachers, and recreation directors should welcome this comprehensive official rules source. Here under one cover are the official codes for 38 sports and games, replete with the addresses of the governing bodies, materials and services, and bibliographies.

The sports covered include archery, badminton, billiards, bowling, boxing, casting, croquet, deck tennis, fencing, football (6-man, touch, and flag), golf, gymnastics, handball (4-wall and 1-wall), horseshoe pitching, paddle tennis, roque, shuffleboard, soccer, softball, speedball, squash racquets, swimming and diving, table tennis, lawn tennis, volleyball, water polo, weightlifting, and wrestling.

#### Miscellaneous

- Book of Wet-Fly Fishing. By the Editors of Sports Illustrated. Pp. 89. Illustrated drawings. Philadelphia: J. B. Lippincott Co. \$2.95. (This magnificently illustrated book offers a complete pocket guide to the art of fishing the wet fly.)
- My Life in Baseball—the True Record. By Ty Cobb with Al Stumpp. Pp. 283. Illustrated. Garden City, N. Y.: Doubleday & Co. \$4.50. (An absorbing autobiography of the greatest and most exciting ball player in history.)
- British publications available through SportShelf, Box 634, New Rochelle, N. Y.:

Athletic Techniques—Running. Pp. 32. Illustrated. \$1.

Swimming, a Know-the-Game Handbook (5th revised edition). Pp. 32. Illustrated. \$1.

Encyclopedia of British Athletics (Track and Field) Records. By Ian Buchanan. Pp. 272. Illustrated. \$6.75. Soccer with the Stars. Pp. 62. Illustrated. \$1.25.

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Tennis Almanac. Edited by C. M. Jones. Pp. 416. Illustrated. \$2.50.

Tennis Today. By Christine Truman. Pp. 119. Illustrated, \$4.

Master of Soccer. By Maurice Edelston and Terence Delaney. Pp. 209. Illustrated. \$5.

Universal Guide for (Soccer) Referees. Pp. 36. Illustrated. \$1.

Modern Table Tennis (revised). By Jack Carrington. Pp. 136. Illustrated. \$3.25

- Fundamentals of Movement. By Anna Scott Hoye. Pp. 57. Illustrated—drawings. Palo Alto, Calif.: The National Press. \$2. (An 11" by 8½" study guide for students and teachers interested in increasing their understanding of the fundamentals of efficient movement—kinesthetic perception, conscious relaxation, posture reducation, balance, projection, and rhythmic organization.)
- The Rookie. By Tex Maule. Pp. 200. New York: David McKay Co., Inc. \$3. (This is a particularly outstanding teen-age sports novel. Written by the football expert of Sports Illustrated, it relates the trials and tribulations of a cocky All-American quarterback in his first year of pro ball. The football in it is wonderfully authoritative and absorbing, giving the reader a genuine insight into pro football.)

#### Organizing the Fast Break

(Continued from page 13)

mean, and have the power to sustain his position without being pushed around.

Pitch-outs: Must know how to get rid of the ball once it's retrieved off the boards and pitch out within a split-second; practice on rebound boards or rebound machine.

Boxing Out: Must have the ability to box or check out the opponent under the boards. Any drill emphasizing boxing out is good.

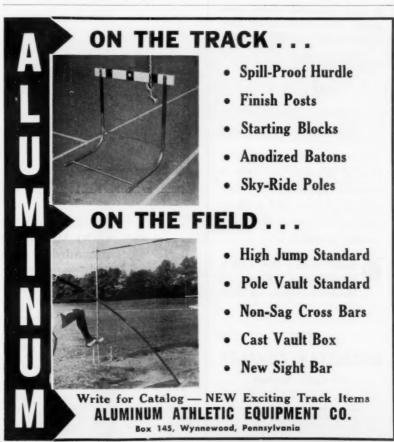
Passer: Must be a good, accurate passer.

Speed: Must be fast enough to make the break effective.

Jumping: Must have good leg power for springing purposes and must learn to develop timing. Rebound machine is excellent training for developing timing and jumping for rebounds.

With repetition, a good drill will produce the desired results in less time than you think. Use every possible moment to sell the fast break to your boys. Brain-wash 'em with snappy drills and agility exercises, and they'll even begin to love it. Keep 'em busy! Keep 'em hustling!





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## A Course in Foil Fencing

(Continued from page 20)

On the count of one, bring the foil up smartly to a vertical position with the guard close to the mouth.

On the count of two, sweep the weapon down to the right with the hand in semi-supination. The tip should never hit the ground.

Always salute your opponent before practicing or fencing.

#### LESSON III

Distance is the amount of space between adversaries. The main divisions are "close distance," when one need only to extend the arm in order to touch; "medium distance," when one must lunge in order to hit; and "far in which an advance and distance." lunge is necessary in order for the point to land.

The Lunge is the basic form of attack in foil fencing. It permits one to be sufficiently far away from the adversary in order to parry a sudden attack, and close enough to strike instantly.

From the on-guard position:

On the count of one, extend the sword-arm with the hand in semisupination, toward the opponent's chest (the hand should be shoulder level), and lift the toes of the leading foot, imperceptibly shifting

weight to the left foot.

On the count of two, snap the left leg open, thus propelling the body forward, and at the same time step forward with the right foot, landing on the heel first, so that a perpendicular can be erected from the instep to the knee.

At the same time, vigorously throw the left arm down with the palm up, so that the arm is in line with the

The speed of the lunge is governed by the hyper-extension of the left leg and the kicking forward of the right foot. The left foot must remain flat on the strip, but may slide forward slightly during the lunge.

It's absolutely incorrect to rotate the left foot at the ankle. Not only will this error reduce the efficiency of the lunge, but it will be impossible to remain in the lunge position to continue the fight.

To Recover in one tempo, simultaneously bend the left leg and push off with the right foot, swinging the left arm back to its angle of 90°. The right foot is replaced in the correct distance from the left foot.

It's quite simple to parry while returning to the on-guard position if the opponent should delay his riposte.

The Advance Lunge is executed in one continuous movement from the



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far distance. To break this action down into its component parts:

On the count of one, extend the arm holding the foil in semi-supination, and advance behind the extended arm. As the left foot taps the ground smartly, the right foot snaps out into the lunge. The right arm is extended before the advance in order for the fencer to avoid being hit by a stop-thrust, while closing the dis-

#### LESSON IV

The Attack from the On-Guard Position (Thrust): In this case the attacker is close enough to hit by merely thrusting.

On the count of one, lower the point without extending the arm until the blade is in line with the right breast; the hand is in semi-supination.

On the count of two, extend the arm with the guard shoulder high, overcoming the resistance of the blade.

On the count of three, return the

arm to the on-guard position.

When thrusting, don't lean the body forward nor put any weight on the foil.

The Attack, Lunging:

On the count of one, lower the blade until it points to the right breast.

On the count of two, extend the arm.

On the count of three, snap out into the lunge.

Note well, that in all attacks the point must be put into line first before any other movement. Failure to do this will result in a miss.

#### LESSON V

The Target:

Lines: The body, which is the target, is divided into various divisions called "lines."

When the fencer is in the on-guard position with the guard of his weapon forming the mid-point:

All areas over the guard are in the high line, all areas under the guard are in the low line. All areas to the right of the guard are in the outside line. All areas to the left of the guard are in the inside line.

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1. The outside high line (Third or Sixth).

2. The inside high line (First or Fourth).

3. The outside low line (Second or Eighth).

4. The inside low line (Fifth or Seventh).

The parries deflecting the attacks in these areas are made with the hand either in supination or pronation. Thus the parries of First, Second, Third, and Fifth are made in pronanation, and the parries of Fourth, Sixth, Seventh, and Eighth are in supination. We see, therefore, that two parries are possible for every area attacked.

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a weapon. The scientific parry not only wards off the thrust with a minimum of motion, but also enables the defender to riposte or counter attack immediately after parrying. This, of course, is of inestimable ad-

The Defense consists of the scientific application of kinesiology to the instinctive "covering up" that's nor-

mal when someone is attacked with

In this course, only two parries will be taught, the ones most commonly

used-Fourth and Sixth, both in su-

in contact, either in the inside or out-

Closing the Line, or Covering: An individual is said to be closing the line, or covered, when he deviates the opponent's blade to one side after engaging it. It's thus manifestly impos-

sible for the opponent to hit with a

straight thrust.

Absence of Blade: Where a fencer

avoids the engagement, he's said to

be fencing with absence of blade. This

is often done as a matter of deliber-

A Simple Attack is an attack deliv-

ered in one tempo without pause. Tempo is an interval in fencing time

determined by one or more move-

The following attacks will be executed from lunging distance:
The Straight Thrust is an attack
into any open line. The blades may

be engaged, but it's obvious that the

executed when the opponent has engaged the blade and is covered. As the opponent presses the blade to one side, the adversary executes a semicircular movement with his point into the opposite open line and lunges.

The Disengagement is an attack

The One-Two is an attack consisting of a feint of disengagement into the opposite open line, followed by another disengagement back into the

original line, as the opponent parries the feint. It should be executed in one tempo and is a result of correctly

anticipating the opponent's parry and

The Beat Attack is executed against a point in line which threatens the attacker. The beat is executed sharply and crisply in order to deviate the attack. The beat and lunge are executed in one tempo. Only the fingers should be responsible for executing the beat, as this will prevent a wide movement which can be deceived.

ments of the fencer's body.

opponent isn't covered.

Engaging the Blade: The blades are said to be engaged when the fencers are close enough to have their blades

pination.

side lines.

ate policy.

LESSON VI

tempo.

LESSON VII

vantage to the defender, as it gives him instant relief from the pressure

of the attack.

The Simple, or opposition parry position, consists of deviating the attacker's blade to the side just enough

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Parry of Fourth: If the attack is in the line of Fourth, the incoming blade is met by the "Forte" or strong part of the defender's blade and pushed to the left. The hand is maintained in semi-supination.

Parry of Sixth. If the attack is in the line of Sixth, the incoming blade is met in a similar manner and deviated to the right. The hand is still in semi-supination.

In both parries the defender's blade should be raised somewhat higher than the normal on-guard position in order to insure capturing the opponent's blade. This maneuver will also cause the forte of the blade to come into opposition with the weak of the opponent's blade.

The Circular, or Counter Parry, carries the attacking blade back to the original line of engagement.

Example: Fencer A engages Fencer B's blade in such a manner that Fencer A is covered. Fencer B attempts to score by disengaging and lunging into the opposite line. As Fencer B lunges, Fencer A executes a circular movement with his point in the same direction as the original engagement, thus once again closing the line. The defender's hand should remain in semi-supination, and the point should be raised slightly in order to gather the opponent's blade and carry it down into the forte.

#### LESSON VIII

The Riposte is the defender's answer to the attack. Since it's contrary to the spirit of fencing for the defender to remain passive, every parry should be followed by a return thrust—the riposte.

The riposte is possible because the attacker must necessarily pause after an all-out attack. Thus, the defender has the opportunity to launch a thrust after a successful parry.

The Direct Riposte is launched in the same line that the parry is taken in. If the parry is in Fourth, the riposte is made in the opponent's line of Fourth. The same is true following a parry of Sixth.

Riposte by Disengagement: When the attacker covers or recovers parrying, the riposte is made by disengaging into the opposite line. Thus, a parry of Fourth would be followed by a disengagement into Sixth.

#### LESSON IX

Compound Attacks must be launched whenever the defender is fast enough to parry simple attacks.

The attacker's execution of three lateral disengages (One-Two-Three) presupposes that the defender is only capable of performing a combination of two quick lateral parries. Obviously the third disengage should score.

The Double is an attack which deceives the counter, or circular parry.

Example: Fencer A engages the blade. Fencer B disengages. Fencer A

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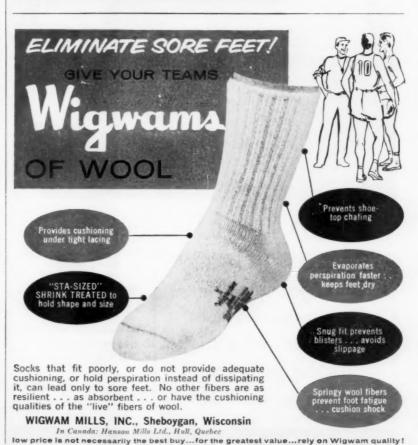
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attempts to counter parry. Fencer B eludes the parry by circling around the defender's blade and lunging into the same line he originally disengaged into. The Fencer, doubling, moves in the same direction as the counter parry.

The Double-and-Disengage: If the defender should execute the combination of a counter parry followed by a lateral parry in the opposite line (Counter of Fourth-Sixth), the attacker would add a lateral disengage to the double in order to score.

#### LESSON X

Parries are named and numbered from First to Eighth. When the no-

menclature was conceived, swords were still worn. Thus, the parry of First was the first parry possible to execute as the blade was being drawn.

The numbering follows a logical sequence of parries designed to close each succeeding opening. Thus, if the parry of First covers the high inside line, the parry of Second closes the low outside line, etc.

The Parry of First is a pronation parry which closes the high inside line. It's no longer used in modern fencing since the same area is better defended by the parry of Fourth.

The Parry of Second is a pronation parry that closes the low inside line. It's a strong, useful parry, particularly when the riposte from the parry of Sixth is executed by a vertical dis-

engagement underneath the attacker's

The Parry of Third is a pronation parry covering the high outside line. It's rarely used, as the more practical parry of Sixth closes the same line.

The Parry of Fourth is a supination parry which closes the high inside line. It's the parry most often used in foil fencing, as a slight lowering of the hand permits the entire valid inside line to be covered.

The Parry of Fifth is a pronation parry which closes the low inside line. It's not often used.

The Parry of Sixth is a supination parry which closes the high outside line. Next to Fourth it's the most useful parry. A slight lowering of the hand permits closing the entire outside line.

The Parry of Seventh is a supination parry that closes the low inside line.

The Parry of Eighth is a supination parry that closes the low outside line.

#### LESSON XI

The Stop-Thrust is an attack in tempo against an incorrectly executed attack. The attacker may have his arm bent, or his compound attack may be made with wide movements so that the point is not in line.

If these errors are apparent, the defender isn't required to parry the badly executed attack, but may thrust into the attack and score before the opponent's point lands. Indeed, on many occasions the attacker's point won't arrive at all. The rule of the "right of way" in foil fencing states that if the stop-thrust arrives one fencing tempo ahead of the attack, the stop-thrust is valid.

#### LESSON XII

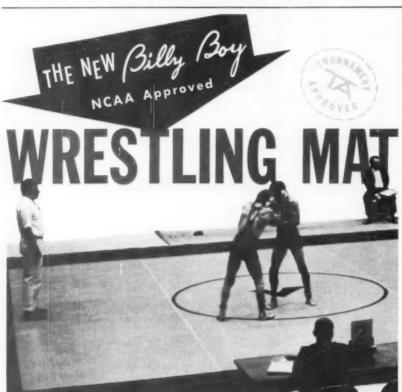
The Remise is a continuation of the attack when the opponent parries and fails to riposte. It's a replacement of the point in the same line as the original attack as the defender moves his hand back to central position after parrying. The remise is usually executed from the lunge position.

The Reprise is a continuation of the attack after the defender parries and holds the parry position. It's executed by disengaging into the opposite open line, usually from a lunge position.

The Redoublement is a continuation of the attack by recovering forward or backward into the on-guard position and renewing the attacks.

#### LESSON XIII

The Cut-Over is a special form of the disengagement in which the attacker passes his point over the opponent's blade from the engagement, into the open line. Care should be exercised to use only the fingers and wrist. Otherwise the attacking movement will be too wide and leave the



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fencer open to a stop-thrust.

The reason this attack is studied at this time is because the student now knows the efficiency of the stop-thrust and will therefore be careful in executing this excellent stroke.

The cut-over attack can be used similarly to the one-two attack by feinting a cut-over into one line and then cut-over into the opposite line.

#### LESSON XIV

The Fleche is a running attack executed from the far distance.

The attacker extends his arm and leans forward so that the weight is shifted to the leading foot. With right knee well bent, the attacker is in a "sprint" position. Leaning forward until he loses his balance, he hurls himself forward onto his opponent and crosses the rear leg over to maintain his balance.

To avoid colliding with his opponent, the attacker runs off the side of the strip after hitting him.

#### "Here Below"

(Continued from page 5)

No theoretics will produce a national program. The PCYF must be ready to slash through miles of red tape. If a crash program is needed, it should get in there and crash—with money and with legislation. It'll get exactly nowhere with a cautious, timid approach. Witness the way it launched its first major project—the manual, Youth Physical Fitness: Suggested Elements of a School-Centered Program:

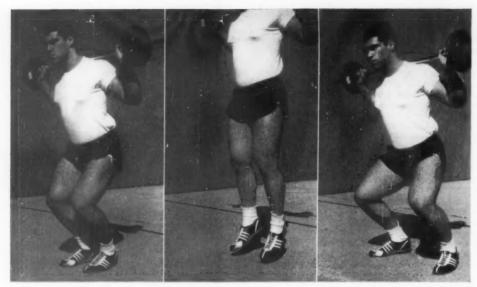
"The President's Council on Youth Fitness is fully aware that education is a state and local responsibility. The materials presented herein are merely suggested. They should not be considered as directives."

In short they're indirectives. We know there are school men—like Frank Griffith of Sequoia H. S., Redwood, Calif., and Stan LeProtti of La Sierra H. S., Carmichael, Calif.—who don't need any "indirectives" or crash programs to do something about youth unfitness. On their own they've organized perhaps the finest physical education programs in high school history. (The details on LeProtti's tremendous program appeared in the past two issues of Scholastic Coach.)

But the great mass of schools has to be helped. Words, elementary manuals, indirectives, and patriotic exhortations aren't going to work. We need a PROGRAM—concrete, clearcut, backed with the wherewithal to implement it.







Exercise 1, Straddle Hop (an excellent warm-up exercise), suggested weight - 40 lbs.

By JOSEPH GOLDENBERG, D. C.
Demonstrated by Gary Gubner and Harold Flescher

## **Training with Weights**

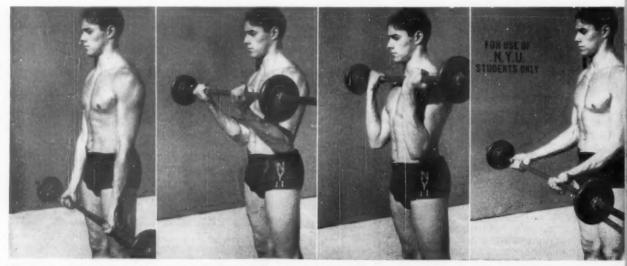
OR those who haven't read Part 1 last month, make sure to read it carefully before doing the following exercises. There are points of information in it that you may not be aware of which may make the difference between success or failure.

Exercise 1, Straddle Hop, suggested weight—40 lbs.:

Wrap a towel around the bar for comfort and place the bar behind your neck. Assume a wide and comfortable grip, palms facing forward. Start with feet together and heels just off the floor, on your toes. Hop, spreading

your feet apart the width of your shoulders, then hop back to the starting position. This is one repetition.

When doing repetitions, make them smooth and continuous with a bouncing effect. Every time you land on your toes, dip about 12 inches by flexing your knees so as to absorb the



Exercise 2, Arm Curl (putting a muscle through its complete range of motion), suggested weight-40 lbs.

shock of landing. Keep your feet close to the floor, don't jump high, and don't spread your feet too far apart—no farther than the width of your shoulders.

If properly performed, you'll feel this in the thighs, just above the knees. It's an excellent warm-up exercise.

Exercise 2, Arm Curl, suggested weight—40 lbs.:

With your arms hanging directly under your shoulders, grip the bar with palms forward, elbows locked out. Lean slightly forward so that your elbows hang just in front of he body, planting your feet firmly on the floor, shoulder-width apart. Without moving your elbows away from this position, bring the barbell up to your shoulders and then lower it, don't drop it, to the starting position. This is one repetition.

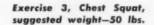
Inhale going up and exhale going down. Be sure the elbows are locked out in the starting position. You'll feel this in the bicep muscles, if you don't swing your upper body in order to help lift the barbell.

This is a good example of how to properly exercise a muscle by putting it through its complete normal physiological range of motion; in other words, complete contraction to full extension, something that cannot be accomplished by just training alone for your sport.

Exercise 3, Chest Squat, suggested weight—50 lbs.:

Place the barbell on your shoulders as in the Straddle Hop, keeping your feet shoulder-width apart, toes pointed out at a 45° angle. Place a 2-inch block of wood or a book of the same







height under your heels. Forcibly expand your chest by lifting it as high as possible without arching your back.

Holding your chest in this position, squat down to your heels, knees going out over your toes, then immediately return to the starting position. Before lowering your chest, try to lift it just a little higher, now relax. Remember to keep your chest up high all through the squatting movement. Never pause in the full squat position, but bounce right back up to the starting position. This is one repetition.

One very important rule to remember is to keep your back straight, perpendicular to the floor, at all times, especially in the full squat position.

As you loosen up and become more supple, gradually reduce the heel elevation. This exercise should be performed flat-footed, but not too many can do it this way at first while keeping the back perpendicular to the floor.

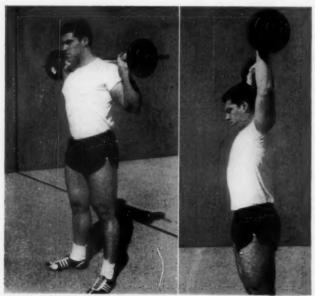
The weight should never be over half the body weight, 50-60 lbs. being a good weight for most. This isn't a thigh but a chest exercise, and too heavy a weight on your shoulders will prevent you from lifting your chest to its maximum. When 15 reps are reached, maintain this. No changes in weight or reps are needed. The only change may be the number of times you lift your chest between each squat, five being the maximum.

This is one of the best exercises for the muscles that lift the rib cage. When properly performed, it will make your present expanded chest measurement the normal size of your chest within three months! This increased size will give you the advantages of a greater lung capacity as well as more room for the vital organs found in this area. It's a tough exercise to perform properly, but one of the most important. So concentrate on it and give it all you have.

Exercise 4, Press Behind Neck, suggested weight—40 lbs.:

Place barbell on your shoulders, same as in the Squat, only take a close grip, about 3-4 inches away from your shoulders. Keep your feet shoulderwidth apart, head lowered slightly onto the chest. Try to reduce the curve of your back, flatten it out. Rotating your pelvis will do it; then press the barbell up, directly over your shoulders. Lock out your elbows, then lower the bar to the starting position. Relax completely. This is one repetition.

While pressing, be careful not to arch your back. Your hands should be



Exercise 4, Press Behind Neck, suggested weight - 40 lbs.

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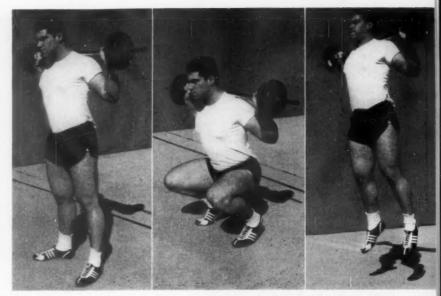


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Exercise 5, Jumping Squat (the most important exercise in the entire course),

directly over your heels when your elbows are locked out. Inhale going up and exhale going down.

Exercise 5, Jumping Squat, suggested weight-40 lbs.:

This is the most important exercise in the entire course. It's a combination of the Straddle Hop and the Squat, with a little extra added. The movement is the same as the squat, the difference being the increased speed and the jump into the air from the full squat position.

You start from the upright position and quickly drop down to the full squat. Don't pause or stop at this point, but with increasing speed continue on into a jump, just as you would for a rebound in basketball. It must be a continuous, smooth, fast movement from start to finish. Jump as high as possible, knees locked, toes pointed down. As you land, dip the same as you did in the Straddle Hop. You'll absorb the shock of landing with your legsnature's built-in shock-absorbers; then stand up straight and relax completely. This is one repetition.

Breathe normally. Concentrate on keeping your back straight throughout the exercise. This is most important. As you increase in strength and master the technique, this exercise may be performed in a continuous movement. The basketball player may increase his jump by 3-5 inches in a short time. You must go all out in the jump to achieve results. You'll get out of this exercise what you put into it.

Exercise 6, Dead Lift, suggested weight-40 lbs.:

Grip the barbell with palms facing the body directly under the shoulders, elbows locked out, and feet shoulderwidth apart, knees locked. Exhale bending over, inhale while returning to the upright position. Lower the barbell in a straight line directly over your toes.

In order to do this, it will be neces-

sary to move the hips backward, When the barbell reaches the lowered posi-tion, you should feel a stretch in the muscles behind the knee and the back of the thigh-the hamstrings. Don't bounce and try to lower the barbell, but move to the lowest position and then return to the upright position. This is one repetition.

Exercise 7, Toe Raises, no weight necessary:

This is an excellent exercise for strengthening the ankles. Stand on the edge of a step, feet shoulder-width apart, supporting your weight on the balls of your feet. Hold onto the railing only to prevent losing your balance. Raise your heels as high as possible, keeping the body directly over your toes. Now, lower your heels well below the level of the steps.

Don't move your hips back in order to ease up on the stretch in your calves. Keep your body directly over your toes at all times. Finally, return your heels to the level of the step.

This is one repetition.

There are three positions for the feet, each being a complete exercise by itself: (1) feet shoulder-width apart and parallel; (2) toes pointed outward 45°; and (3) toes pointed inward 45°.

If more resistance is desired, a barbell may be placed across the shoulders. Another common practice is to have a teammate sit on your shoulders. Once you reach 15 reps for each position, stay with this, If desired, 2 or 3 sets for each position may be included in your workouts.

Exercise 8, Sit-Ups, no weight necessary:

Lie on your back, knees bent, heels up against your buttocks. Place the hands on top of your head, elbows out, and maintain this hand position at all times. Exhale, hold it, sit up to a 45° angle, no higher, then return to the starting position, now inhale.

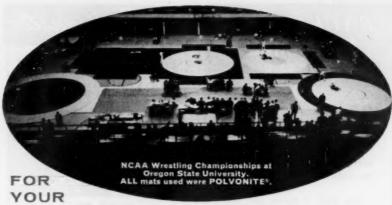
(Concluded on page 71)



suggested weight-40 lbs.



Exercise 6, Dead Lift, suggested weight—40 lbs.



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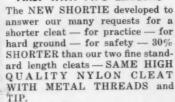
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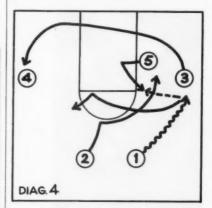
#### **Sideline Series**

(Continued from page 7)

side too early, and we began searching for a move that could keep us there a bit longer and which would handle the inevitable sag or slough that accompanies possession on that strong, or ball, side. After a bit of experimentation, we hit upon the solution—a deceptive sideline series that integrated perfectly with the corner clearout pattern.

The play was launched by G-1. His signal (touching the letters) cleared out his forward (F-3). G-1 then began a sideline dribble to get into position to pass to the penetration man (5). If the latter rolled back into a deep, advantageous position, the ball was delivered and the center was expected to shoot. As Doggie Julian used to say, "You can't get closer than close!"

Let's suppose, however, that the center (5) was forced by defensive pressure to move higher across the lane (Diag. 4). Did we forget him and start reversing the ball to the clear-out man, F-3, as in Diag. 3?



No! We now worked a split off this high post position. As shown in Diag. 4, G-1, after dribbling down the sideline and passing to the center, followed his pass across the top. G-2, who had been replacing G-1 up to this point, became the hardrunning second cutter down the open, or cleared-out, area. Timing was important here; the second cutter couldn't come early or late.

It should be mentioned here that G-1 was our best passer, often our best guard, and that he fed the post after either a front turn move or a reverse dribble. Sometimes he'd dribble, start a reverse turn as if to feed the post, keep, and drive in for the lay-up. The second cutter often ended up with the hand-off and a good close-range shot.

Our rules for cutters were sim-

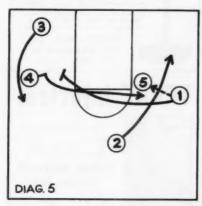
1. If you receive, look for the shot or the drive if the lane is open.

2. If the lane is closed or if there's a switch, look for the return pass to the center (5), who's splitting the defense.

3. If you don't receive the ball, begin a V move and pull out. Don't cross the basket and don't get caught under or in the lane.

This split proved very effective and it allowed us to keep the ball on the strong side a bid longer. The movies of a few games showed even more potential for the split. We noticed that G-1, as the cutter over the top, was being handled well by the defense. But as soon as he started his pull-out, his defensive man left him to go into a weak-side slough. Also of interest was the defense on F-4; his man fell almost into the lane to the line of the ball.

We hence felt that G-1 might now enter the picture as a screener—going over the top, as before, but now going after the sagging defensive man (F-4's guard) to set an inside screen on him.



Did it work? See Diag. 5. We found that we could bring F-4 over the top of the post for a short 17 shot. He had only to make a jabstep fake and then come across.

In the flow of such movement, we found the split that would keep the ball on that strong side a bid longer and so much more effectively. So when we now clear out that corner, we feel we're not losing our forward but gaining a terrific splitting move as a counter.

If none of the three cutters is free, we look for a sneak by G-1 for the basket. We end up as shown in **Diag.** 6, with the guards (1, 2) inside, the forwards (3, 4) outside, and the side post (5) high.

We now begin the last move of the Series (Diag. 6). The center (5) passes out to F-4, who dribbles back for balance. This is the signal for a double screen for one of the guards. It's the Boston Celtics' famous double-screen play, and we call it the

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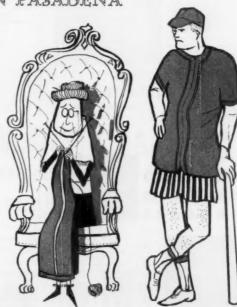
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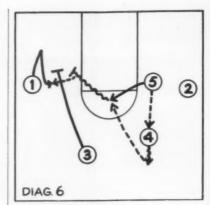




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The center (5) slides to the middle of the circle and either forward (3 or 4) hits the ball into him. Whoever feeds, holds. The other forward—in this instance, 3—goes down hard on the weak side and sets an inside screen on G-1's man. The center (5) carries the ball down to this screener with a one- or two-bounce dribble, and G-1 is expected to wipe his man off or behind this quickly formed double screen.

If the hand-off is good G-1 should wind up with a short-range jumper. If the defense anticipates the shot, G-1 can back-door his man and look for the pass going under.

These three play patterns—the clearout series, the three-cutters move, and the double-screen move—provide numerous opportunities for free-lance cuts for the basket:

1. In the clearout series, F-3 can roll back from his clear-out, look for his shot, or dribble back for a hand-off to the center (5), as in Diag. 7.



2. In the three-cutters move, G-1 can come over the top, delay as if to screen F-4's man, then cut back inside for a quick return from the center, as in Diag. 8.

3. In the double-screen move, screener F-3 can cut straight through for a hand-off from the center (5) or he can go down and screen, delay, and then cut for the



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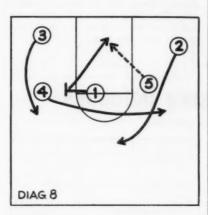


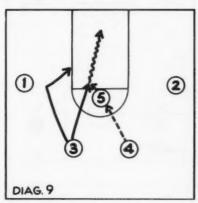
hoop, as in Diag. 9.

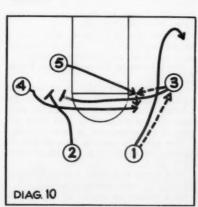
The final development in this pattern was to run the same over-thetop screening move whenever we could get the ball to the forward.

In Diag. 10, you see G-1 delivering the ball to F-3 and going inside with a running screen. The inside path keys the play—that we're going to run the weak side forward (4) over for a short 17 shot. F-3 hits the ball into the post early or late; that is, before G-1 has come down or as he clears through on the inside.

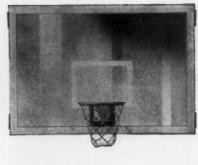
F-3 can dribble out a step or so if he's under pressure, then after passing, he cuts over the top of the post and sets an inside screen on F-4's man. G-2 also pushes the sag-











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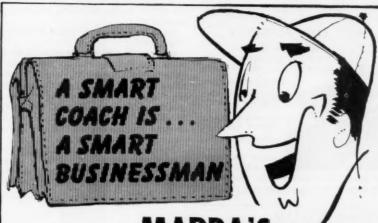
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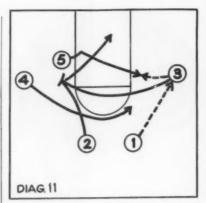
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ging defense down and sets either a running or a set screen for the weak-side forward (4) to come across. The latter should wind up with a nice short jump shot from the top.

If the defense switches on the



weak side, we send one of the screeners to the basket (Diag. 11). The back-door move off the double screen (Diag. 12) is always available against a defensive man who leans to the middle to beat the screen over the top.

## **Multiple Pressure Defenses**

(Continued from page 34)

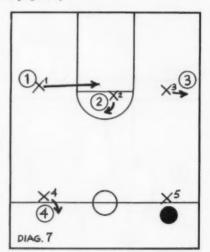
2, attempting to keep ball away from this inside area; X-4 drops to 1' from key circle; X-5 sinks to position 2' in key; X-3 sinks 3-6' inside key directly in front of basket.

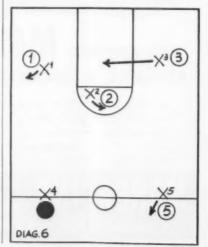
In this No. 1 defense, X-2 serves as the safety valve, checking off on any loose man

No. 2 Defense, Half-Court Pressure, (Diags. 6-7):

Diag. 6: X-4 pressures man at halfcourt line, forcing him to either sideline; X-5 plays passing lane to right side of man; X-1 plays passing lane to his man; X-3 drops inside key area and plays passing lane if his man breaks to meet ball; X-2 plays 34 around or sometimes in front of his

Diag. 7: X-5 forces his man to either sideline and occasionally plays for a quick steal; X-4 closes passing lane to 4; X-3 closes passing lane to





3; X-2 plays 3/4 around or occasionally in front 2; X-1 sinks 3' inside key to help cover lob pass to 2. If, however, his man breaks to meet ball he must close this passing lane.

In this No. 2 Defense, X-2 checks off on any loose man, using his nearer arm to block the incoming pass.

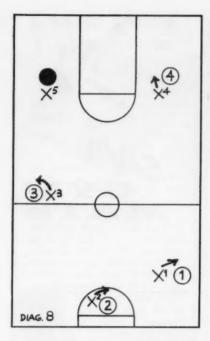
No. 3 Defense, Three-Quarter Press, (Diag. 8):

X-5 meets his man head on and forces him to sideline, but never allowing him to go down sideline with ball. Occasionally X-5 will play for steal if offensive man is slow reacting.

X-4 plays in passing lane of 4, twotiming ball-handler if he comes within 5' of 4.

X-3 plays 5' to side and in front of 3, closing this passing lane. X-2 slides in front of 2, closing

passing lane into post man.



X-1 sinks into area near key to help out on post man, but if 1 breaks toward ball, X-1 must close this pass-

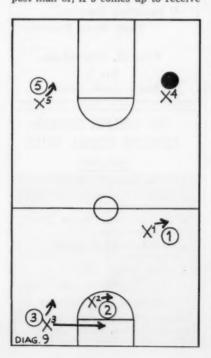
In the No. 3 Defense, the two front men must be fast and quick and able to react quickly when pressuring downcourt.

No. 3 Defense, Three-Quarter Press (Diag. 9):

X-4 forces 4 to sideline, challenging the dribble and attempting to force his man to stop. Occasionally he'll play for a quick steal.

X-5 closes passing lane and two-times if 4 comes within 5' of him.

X-3 sinks to key to help out on the post man or, if 3 comes up to receive



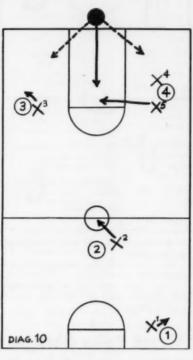
a pass, X-3 is responsible for closing

this passing lane.

X-2 plays in front of 2 or at a threequarter position; he must block any possible pass into the post men.

X-1 plays 5' to the side and in front of his man, attempting to shut off this vital passing lane.

No. 4 Defense, Full-Court Press (Diag. 10):



X-5 faces his man (5) taking the ball out of bounds, while two-timing 4. Once ball is in-bounded, X-5 immediately goes into a one-on-one defensive position, holding ground on 5 all the way up the court.

X-4 two-times his man, facing him with back to ball and arms up. Once ball is in-bounded, he reverses quickly into a one-on-one holding-ground position all over the court.

X-3 plays passing lane, wherever his man may go on initial pass. Once ball is in-bounded, he assumes a holding-ground position on his man all over the court.

X-2 plays initial passing lane and attempts to block any pass to 2 from 5. X-2 is also alert for any breakthrough, serving as a safety valve.

X-1 plays 5' to side and in front of 1, attempting to block any pass to

Once ball is in-bounded, each man reverses into a one-on-one holdingground position, keeping this 5-7' distance on his man and challenging him every inch of the floor.

When ball has been successfully inbounded, the defensive men immediately go into a one-on-one defensive position. (Diag. 11).

X-5 releases from his two-time position on 4 and picks up his own man at the top of the key.

X-4 reverses and takes a head-on pressing position and holds ground

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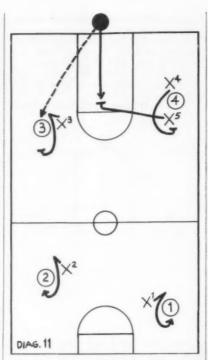
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on his man from one end of the court to the other.

X-3, X-2, and X-1 follow suit, occasionally attempting a quick steal. Note: Once the ball is in-bounded,

the defense may go into the No. 3, 2 or 1 defense

### **Track Rules Changes**

MAIN changes in the National Alliance track and field rules for 1962 include the following:

Rule 3-2 requires an inspector to wave a red flag whenever he detects an infraction or irregularity during a race.

Rule 5-2 adds a reference to Rule 9-1-Note 2, which recommends a procedure for eliminating ties in the high jump and pole vault.

Rule 6-2 makes it mandatory for contestants immediately and without delay to take their positions after the starter gives his command to "Get on your marks" and "Set." Failure to comply will constitute a false start.

Rule 9-3 is expanded to define what constitutes a high jump trial.

Rule 9-4 stipulates that the broadjump take-off board shall be rectangular in shape with a width of from 8" minimum to 24" maximum.

The inclusion of a situation makes it illegal for a runner to leave the exchange zone then return to the zone to receive the baton.

Another situation provides that whenever it becomes necessary to rerun a race, runners who've made false starts in the original race will start the rerun with a fresh record.

Favorable reports were made on the experimental usage of the rubber or plastic-covered shot and the rubber-tipped javelin. Continued study was recommended



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(Continued from page 63)

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Storage Racks, and	Equipment and Supplies	Baseball Catalog
Uniform Hangers		Basketball Catalog
•	GYM MASTER (47)	Football Catalog
ARNO ADHESIVE TAPES	☐ Catalog of Trampolines	
(26)	and Gymnastic Equipment	NATIONAL SPORTS (70)
☐ Samples of Adhesive	H. & R. MFG. (68)	Catalog on Gym Mats
Tape	Booklet on Line of Dry	NEVCO SCOREBOARD (71)
ATLAS ATH. EQUIP. (19)	Line Markers	Catalog of Scoreboards
Details on Ensolite Mat		for All Sports
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AUSTIN, R. E. (45)	☐ Information on Basketball	NEW EQUIPMENT (39)
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and Gym Equipment	HARVARD TABLE TENNIS	☐ Tennis-Gym Shoe Locker
	(42)	Master Play Index
BALL-BOY (17)	☐ Table Tennis Tournament	<ul> <li>☐ Folding H. S. Hurdle</li> <li>☐ Twisting Belt</li> </ul>
Full details on	Kit	Gym Apparatus (Chrome)
Re-Bound Net	HILLYAND CHEMICAL (4)	Golf Practice Net
Ready Net	HILLYARD CHEMICAL (4)  Literature on Proper Care	
BILLY BOY (58)	of Gym Floors	NISSEN TRAMPOLINE
Information on Ensolite,	or cym ricors	(Inside Back Cover)
Maximum Shock-Absorb-	HOOSIER (34)	☐ Illustrated Wall Charts
ent Wrestling Mats	Catalog on Gym Mats	Teaching Guide
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List of Sports Books	1961-62 Basketball	Basketball Banks
	Coaches Digest (free to	OCEAN POOL (47)
CHICAGO ROLLER SKATE	coaches, 50¢ to others)	Catalog on Swim and
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EASTMAN KODAK (21)		POWERS REGULATOR (27)
☐ Folder on Motion Picture	MARBA (67)	☐ Booklet, "Safer Showers"
Films and Equipment for Sports Analysis	☐ Information on Athletic	(See ad for Slide Film
	Equipment Reconditioning	Offer)

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#### (See page 71 for other listings) MASTER COUPON (Numbers in parentheses denote page on which advertisement may be found) PRECISION ATH. GOGGLE RIDDELL, JOHN T. SNOW-PROOF (66) (52) (Inside Front Cover) Information on Leather Brochure on Prescription-Softener and Preserver Information on Quality Ground Basketball Line of Football, Base SPANJIAN (65) Glasses ball, Track, and Basket-☐ 1962 Basketball and ball Equipment Baseball Catalog PREMIER ATH. PRODUCTS (16) **ROBBINS FLOORING (52)** TUMBLE-KING (56) Catalog on Complete Line Details on Ironbound ☐ Information on Super of Gym Mats Continuous Strip Hard Safe Trampoline Maple Gym Floors PRENTICE-HALL (50) TURFTEX (44) RONALD PRESS (48) List of Sports Books ☐ Information on Grasstex All-Weather Running List of Sports Books PROGRAM AIDS (70) Tracks, Runways, and Full Color Catalog on Posters, Charts, Trophies **RONAN & KUNZL (41)** Jump Areas ☐ Information on Herculite and Cups, Physical UniMac (2) Tempered Glass Back-Fitness Aids, Magnetic boards ☐ Information on School Scoreboard, Electronic Laundry Equipment Megaphone, and Other SAND KNITTING (53) Coaching Aids UNIVERSAL BLEACHER (51) Catalog on Award Sweat-Catalog on Portable ers, Jackets, and Blankets PROTECTION EQUIP. (63) Steel Bleachers Catalog on Polvonite SANI-MIST (50) WELLS LUMBER (57) Wrestling and Gym Mats Sample of Sani-Mist Information on Diamond Athlete's Foot Solution RALEIGH Hard Maple Gym Floors Details on Rent-Free-Lease (Back Cover) WEST CHEMICAL (29) Spray Dispenser Information on Recondi-☐ Information on School tioning Service SCOTCH FAIRWAYS (66) Sanitation and Mainte-☐ Information on Indicator пансе RAWLINGS (3) Practice Golf Net Catalog WHIRL-A-BATH (66) SERON MFG. (59) ☐ 10-day Free Trial of REILLY, B. G. (64) Non-Electric Whirlpool ☐ Information on Basket-Information on Track-Bath Unit ball Evenlass Holder. master Measuring Wheels Literature on Non-Electric Whirlpool Bath Unit Whistle Lanyard, and Whistle Cover RICHARDS-WILCOX (69) SICO MFG. (65) WIGWAM MILLS (57) Catalog on Folding Partitions for Gym, Audi-☐ Information on Folding Information on Elastitoriums, and Classrooms Table Tennis Tables cized Athletic Socks

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November 1961

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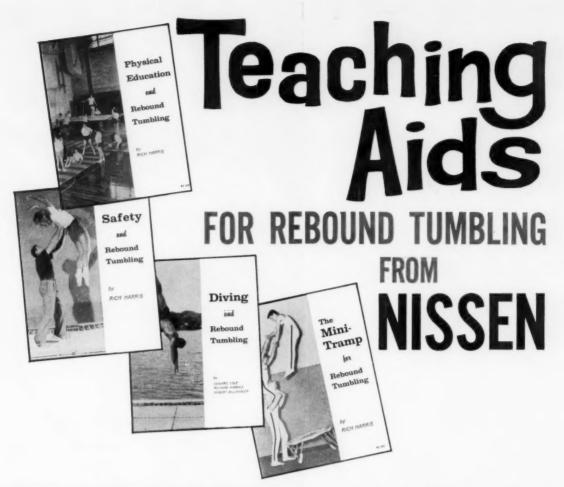
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